

CORRELATION

Arizona Reading & Writing Standards
Kindergarten – Grade One – Grade Two

Waterford Early Reading Program
Level 1 – Level 2 – Level 3

Correlation
Result

100%



Waterford
Early Reading Program™

CORRELATION

Arizona Reading & Writing Standards
Kindergarten – Grade One – Grade Two

Waterford Early Reading Program
Level 1 – Level 2 – Level 3

Correlation Results By Level

Kindergarten / Waterford Level 1 (Emergent Reading)	100%
First Grade / Waterford Level 2 (Beginning Reading)	100%
Second Grade / Waterford Level 3 (Fluent Reading)	99%

Introduction

The *Waterford Early Reading Program* is a comprehensive early intervention curriculum. With three levels for emergent, beginning, and fluent readers, it is designed to overcome obstacles to literacy development early so that all children can learn to read. Each level includes four essential components:

- ◆ **Yearlong on-line curriculum.** A full year of daily research-based instruction.
- ◆ **Teacher Guides.** Off-line resources include a comprehensive Language Arts curriculum. This can be supplemented with the addition of special guides designed to meet the needs of Special Education, English Language Learners, and Gifted students.
- ◆ **Student materials.** Personal libraries of books and learning materials for each child.
- ◆ **Teacher training.** Ongoing support for teachers in using each Waterford component to create a balanced curriculum.

Correlation Result

99.6%



Correlation Keys

This document correlates all three levels of the Waterford program with the Arizona Reading Standards for kindergarten through grade two. The correlation chart uses two columns:

- ◆ **Match Column:** A star (★) in this column indicates a positive correlation between the Waterford program and the performance objective.
- ◆ **Key Activities Column:** This column identifies key activities from the Waterford on- and off-line curriculum that support each performance objective. “Guide” refers to folders or books in the off-line Waterford Teacher Guide.

Italics in the Reading Standard column denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading selections.

C O R R E L A T I O N

Strand 1: Reading Process

Arizona Reading Standards	WATERFORD LEVEL 1 – Emergent Reading	
<i>Kindergarten</i>	<i>Match</i>	<i>Key Activities</i>
<p>Concept 1: Print Concepts Demonstrate understanding of print concepts.</p>		
PO 1. Recognize that print represents spoken language and conveys meaning (e.g., his/her own name, <i>Exit</i> and <i>Danger</i> signs).	☆	K (Understand that words on a page tell about the picture) Readiness Activities; Picture Story; Sing a Rhyme; Read with Me; Play and Practice (Read with Me: Write with Me: ABC Book; Me by Me; Free Choice; Card Maker; Things to Do); Play and Practice (Read with Me Games: Sign Studio; Card Maker); Guide Folder 3 (Name Games); Guide Folders 6-31 (Sing a Rhyme; Read Along with Me); Student Materials (Sing a Rhyme books; Read with Me books)
PO 2. Hold a book right side up and turn pages in the correct direction.	☆	Sing a Rhyme; Read with Me; Guide Folders 6-31 (Sing a Rhyme; Read Along with Me); Student Materials (Sing a Rhyme books; Read with Me books)
PO 3. Start at the top left of the printed page, track words from left to right, using return sweep, and move from the top to the bottom of the page.	☆	Aa (Understand directionality) Readiness Activities; Ee (Word Sequencing) Readiness Activities; Aa& Ee Advanced Readiness Activities; Advanced Readiness Activities; Sing a Rhyme; Sing Around the World; Read with Me books; Play and Practice (Read with Me Games: Choose a Friend; Put It Together); Guide Folders 6-31 (Sing a Rhyme; Read Along with Me); Student Materials (Sing a Rhyme books; Read with Me books; videos)
PO 4. Identify different parts of a book (e.g., front cover, back cover, title page) and the information they provide.	☆	Sing a Rhyme; Read with Me; Guide Folders 6-31 (Sing a Rhyme; Read Along with Me); Student Materials (Sing a Rhyme books; Read with Me books)
PO 5. Distinguish between printed letters and words.	☆	Find the Letter; Bb (Identify letters) Readiness Activities; Cc (Identify words) Readiness Activities; Bb & Cc Advanced Readiness Activities; Play and Practice: Write With Me (ABC Book; Me by Me; Card Maker; Sign Studio; Things to Do; Free Choice); Folder 2 (Writing Center; Writing Experiences at Home); Folder 3 (Think with Me); Folders 6-31 (Think with Me; Discover with Me)

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Strand 1: Reading Process

Arizona Reading Standards	WATERFORD LEVEL 1 – Emergent Reading	
<i>Kindergarten</i>	<i>Match</i>	<i>Key Activities</i>
PO 6. Recognize that spoken words are represented in written language by specific sequences of letters.	★	<p><i>Phonological Awareness:</i> Blending Individual Phonemes Instruction 1 & 2; Blending Every Sound; Find the Picture; Stick ‘n’ Spell; Blending Chunks Instruction 1 & 2; Blending Dragon; Blending Chunks; Change One Sound; One-Two-Three Sounds;</p> <p><i>Level One:</i> Read with Me books; Sound Sense Activities found in Chapter 4 of the following folders: 14: I (Alliterative Books); 15:J (Does It?); 16:K (Sound Sorting); 17:L (Tongue Twisters); 18:M (Guess that Name); 19:N (Mystery Box); 24:S (Name that Sound); 26:U (Red Light, Green Light for Sounds); 29:X (Sounds Bingo); 30:Y (I Spy); Sound Sense Activities found in Chapter 7 of the following folders: 6:A (Odd One Out); 7:B (Duck, Duck, Goose); 16:K (Word Race); Folder 36 (Bingo Cards; Sound Sense Cards); Student Materials (Sing a Rhyme books; Read with Me books; videos)</p>
PO 7. Recognize the concept of words by segmenting spoken sentences into individual words.	★	Sing a Rhyme; Picture Story; Read with Me books; Guide Folders 6-31 (Read Along with Me; Sing a Rhyme); Student Materials (Sing a Rhyme books; Read with Me books)
PO 8. Demonstrate the one-to-one correlation between a spoken word and a printed word.	★	<p><i>Phonological Awareness:</i> Finish the Picture; Make It Rhyme; Right Beginning Sound; Choose a Rhyme; Choose a Sound;</p> <p><i>Level One:</i> ABC Songs; Letter Sound Songs; Sing a Rhyme; Advanced Readiness Activities; Sing Around the World; Read with Me books; Play and Practice (Choose a Friend; Put It Together; Sing a Rhyme; ABC Songs)</p>
<p>Concept 2: Phonemic Awareness Identify and manipulate the sounds in speech.</p>		
PO 1. Distinguish spoken rhyming words from non-rhyming words (e.g., run, sun versus run, man).	★	<p><i>Phonological Awareness:</i> Rhyme Instruction 1 & 2; Rhyme Match; Treasure Hunt Rhyme; One Doesn’t Rhyme; Rhyming Words Song; Finish the Picture; Make it Rhyme;</p> <p><i>Level One:</i> Sing a Rhyme; Picture Story; Choose a Rhyme; Sound Sense Activities found in Chapter 4 of the following folders: 9:D (Change the Rhyme); 10:E (Change the Rhyme); 11:F (Rhyming Books); 12:G (Missing Rhyme); 13:H (Down by the Bay); 21:P (Rhyme Match); 22:Q (Rhyming Bingo); 25:T (Rhyming “Go Fish”); Folder 36 (Bingo Cards; Sound Sense Cards); Student Materials (Sing a Rhyme books; videos)</p>
PO 2. Orally produce rhyming words in response to spoken words (e.g., What rhymes with hat?)	★	Sound Sense Activities found in Chapter 4 of the following folders: 9:D (Change the Rhyme); 10:E (Change the Rhyme); 11:F (Rhyming Books); 12:G (Missing Rhyme); 13:H (Down by the Bay); 21:P (Rhyme Match); 22:Q (Rhyming Bingo); 25:T (Rhyming “Go Fish”); Folder 36 (Bingo Cards; Sound Sense Cards)

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Strand 1: Reading Process

Arizona Reading Standards	WATERFORD LEVEL 1 – Emergent Reading	
<i>Kindergarten</i>	<i>Match</i>	<i>Key Activities</i>
<p>PO 3. Orally produce groups of words that begin with the same initial sound (alliteration).</p>	<p>★</p>	<p><i>Phonological Awareness:</i> Beginning Sound Instruction 1 & 2; Right Beginning Sound; Choose a Sound; Change One Sound; One-Two-Three Sounds; Circus Clown Climbers; Barnyard Bash;</p> <p><i>Level One:</i> Read with Me books; Make a Scene; Sound Sense Activities found in Chapter 4 of the following folders: 14:I (Alliterative Books); 15:J (Does It?); 16:K (Sound Sorting); 17:L (Tongue Twisters); 18:M (Guess that Name); 19:N (Mystery Box); 24:S (Name that Sound); 26:U (Red Light, Green Light for Sounds); 29:X (Sounds Bingo); 30:Y (I Spy); Sound Sense Activities found in Chapter 7 of the following folders: 6:A (Odd One Out); 7:B (Duck, Duck, Goose); 16:K (Word Race); Folder 36 (Bingo Cards; Sound Sense Cards); Student Materials (Sing a Rhyme books; Read with Me books; videos)</p>
<p>PO 4. Blend two or three spoken syllables to say words.</p>	<p>★</p>	<p><i>Phonological Awareness:</i> Syllable Instruction 1 & 2; Syllable Safari; Blending Chunks Instruction 1 & 2; Blending Dragon; Blending Chunks; Blending Riddles 1;</p> <p><i>Level One:</i> Read with Me books; Sing a Rhyme; Guide Folders 6-31 (Read Along with Me; Sing a Rhyme); Student Materials (Read with Me books; Sing a Rhyme books)</p>
<p>PO 5. Blend spoken simple onsets and rimes to form real words (e.g., onset /c/ and rime /at/ makes cat).</p>	<p>★</p>	<p><i>Phonological Awareness:</i> Blending Chunks Instruction 1 & 2; Blending Dragon; Blending Chunks; Blending Riddles 1;</p> <p><i>Level One:</i> Read with Me books; Play and Practice: Read with Me Games-Word Traveler; Sound Sense Activities found in Chapter 7 of the following folders: 10:E (Guess Who); 11:F (Blending Password); 12:G (Blend-O); 13:H (Fix the Puppet); 14:I (Which Picture?); Folder 36 (Bingo Cards; Sound Sense Cards); Student Materials (Sing a Rhyme books; videos)</p>
<p>PO 6. Blend spoken phonemes to form a single syllable word (e.g., /m/.../a/.../n/...makes man).</p>	<p>★</p>	<p><i>Phonological Awareness:</i> Blending Individual Phonemes Instruction 1 & 2; Blending Every Sound; Find the Picture; Blending Riddles 2; Stick ‘n Spell; Change One Sound</p> <p><i>Level One:</i> Read with Me books; Guide Folders 6-31 (Read Along with Me); Student Materials (Read with Me books)</p>

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Strand 1: Reading Process

Arizona Reading Standards	WATERFORD LEVEL 1 – Emergent Reading	
Kindergarten	Match	Key Activities
<p>PO 7. Identify the initial and final sounds (not the letter) of a spoken word.</p>	<p>★</p>	<p><i>Phonological Awareness:</i> Beginning Sound Instruction 1 & 2; Right Beginning Sound; Choose a Sound; Ending Sound Instruction 1 & 2; Right Ending Sound;</p> <p><i>Initial Sounds:</i> Read with Me books; Make a Scene; Sound Sense Activities found in Chapter 4 of the following folders: 14:I (Magic Carpet); 15:J (Does It?); 16:K (Sound Sorting); 17:L (Tongue Twisters); 18:M (Guess that Name); 19:N (Mystery Box); 24:S (Name that Sound); 26:U (Red Light, Green Light for Sounds); 29:X (Sounds Bingo); 30:Y (I Spy); Sound Sense Activities found in Chapter 7 of the following folders: 6:A (Odd One Out); 7:B (Duck, Duck, Goose); 16:K (Word Race); Folder 36 (Bingo Cards; Sound Sense Cards); Student Materials (Sing a Rhyme books; Read with Me books; videos)</p> <p><i>Final Sounds:</i> Read with Me books; Make a Scene; Sound Sense Activities found in Chapter 4 of the following folders: 20:O (Play with Sound); 26:U (“Red Light, Green Light” for Sounds); 29:X (Sounds Bingo); 30:Y (I Spy); 31:Z (Guess the Missing Last Sound); Sound Sense Activities found in Chapter 7 of the following folders: 6:A (Odd One Out); 8:C (Is It There?); 9:D (Where’s the Sound); 18:M (No Last Sound); Folder 36 (Bingo Cards; Sound Sense Cards); Student Materials (Sing a Rhyme books; Read with Me books; videos)</p>
<p>PO 8. Segment one-syllable words into its phonemes, using manipulatives to mark each phoneme (e.g., <i>dog</i> makes /d/.../o/.../g/ while the student moves a block or tile for each phoneme).</p>	<p>★</p>	<p>Sound Sense Activities found in Chapter 4 of the following folders: 20:O (Play with Sound); 23:R (Sound in Songs); 27:V (Vowel Town); 31:Z (Guess the Missing Last Sound); Sound Sense Activities found in Chapter 7 of the following folders: 26:U (Say the Sounds); 27:V (Say It and Move It with Boxes); 28:W (Say IT and Move It (No Boxes); 29:X (Say It and Move It with a Letter); 30:Y (Say It and Move It with Special Letters); 31:Z (Say It and Move It with Letter); Folder 36 (Sound Sense Cards)</p>
<p>Concept 3: Phonics Decode words, using knowledge of phonics, syllabication, and word parts.</p>		
<p>PO 1. Identify letters of the alphabet (upper and lower case).</p>	<p>★</p>	<p>ABC Songs; Letter Sound Songs; Main Lessons A-Z; Letter Pictures; Letter Pictures Writing; Find a Letter; Make a Scene; Letter Checker; Letter Fun; Fast Letter Fun; Alphabet Review; Letter Hunt; Sing Around the World; Name That Letter; Play and Practice (Word Traveler; Catch a Match; Coloring Box; Treasure Hunt; Write with Me); Guide Folder 36 (Block letter chart; Block letters; ABC Chart); Student Materials (Sing a Rhyme books; Read with Me books; videos)</p>

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Strand 1: Reading Process

Arizona Reading Standards	WATERFORD LEVEL 1 – Emergent Reading	
<i>Kindergarten</i>	<i>Match</i>	<i>Key Activities</i>
PO 2. Recognize that a new word is created when a specific letter is changed, added, or removed.	★	<p><i>Phonological Awareness:</i> Beginning Sound Instruction 1 & 2; Right Beginning Sound; Choose a Sound; Change One Sound; One-Two-Three Sounds; Circus Clown Climbers; Barnyard Bash;</p> <p><i>Level One:</i> Read with Me books; Make a Scene; Sound Sense Activities found in Chapter 4 of the following folders: 14:I (Alliterative Books); 15:J (Does It?); 16:K (Sound Sorting); 17:L (Tongue Twisters); 18:M (Guess that Name); 19:N (Mystery Box); 24:S (Name that Sound); 26:U (Red Light, Green Light for Sounds); 29:X (Sounds Bingo); 30:Y (I Spy); Sound Sense Activities found in Chapter 7 of the following folders: 6:A (Odd One Out); 7:B (Duck, Duck, Goose); 16:K (Word Race); Folder 36 (Bingo Cards; Sound Sense Cards); Student Materials (Sing a Rhyme books; Read with Me books; videos)</p>
PO 3. Say letter sounds represented by the single-lettered consonants and vowels.	★	<p><i>Phonological Awareness:</i> Blending Individual Phonemes Instruction 1 & 2; Blending Every Sound; Find the Picture; Stick ‘N’ Spell; Blending Riddles 2; Find the Sound 1 & 2;</p> <p><i>Level One:</i> Letter Sound songs; Alphabet Sounds songs; Tongue Twister song; Vowel Songs; Letter Pictures; Find the Letter; Make a Scene; Sing Around the World; Sounds Learned in Level One; Guide Folders 6-31 (Think with Me; Discover with Me); Guide Folder 36 (Bingo Cards; Sound Sense Cards); Student Materials (books)</p>
<p>Concept 4: Vocabulary Acquire and use new vocabulary in relevant contexts.</p>		
PO 1. Determine what words mean from how they are used in a sentence, heard or read.	★	Vocabulary Introduction; Vocabulary Review (Secret Picture Game; Word Journey); Guide Folders 6-31 (Sing a Rhyme: Words to Know; Read Along with Me: Words to Know); Student Materials (Sing a Rhyme books; Read With Me books)
PO 2. Sort familiar words into basic categories (e.g., colors, shapes, foods).	★	Xx (Learn to sort items by categories) Readiness Activities; Play and Practice (Read with Me Games: Word Traveler; Catch a Match; Treasure Hunt); Guide Folders 6-31 (Think with Me – Puppet Activities/Puppet Word List)
PO 3. Describe familiar objects and events in both general and specific language.	★	Vocabulary Introduction; Vocabulary Review (Secret Picture Game; Word Journey); Guide Folders 6-31 (Sing a Rhyme: Words to Know; Read Along with Me: Words to Know; Think with Me – Puppet Activities)

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Strand 1: Reading Process

Arizona Reading Standards	WATERFORD LEVEL 1 – Emergent Reading	
<i>Kindergarten</i>	<i>Match</i>	<i>Key Activities</i>
Concept 5: Not Applicable to Kindergarten		
Concept 6: Comprehension Strategies Employ strategies to comprehend text.		
PO 1. Make predictions based on title, cover, illustrations, and text.	★	Pp (Make creative predictions) Readiness Activities; Advanced Readiness Activities; Read with Me books; Sing a Rhyme; Folder 2 (Comprehension Strategies pg. 6); Folder 12:P (Think with Me); Folders 6-31 (Sing a Rhyme; Read Along with Me); Student Materials (Read with Me books; Sing a Rhyme books)
PO 2. Derive meaning from books that are highly predictable, use repetitive syntax, and have linguistic redundancy.	★	Read with Me books; Sing a Rhyme; Play and Practice (Read with Me Games: Put It Together; Choose a Friend); Folders 6-31 (Sing a Rhyme; Read Along with Me); Student Materials (Read with Me books; Sing a Rhyme books)

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Strand 2: Comprehending Literary Text

Arizona Reading Standards	WATERFORD LEVEL 1 – Emergent Reading	
<i>Kindergarten</i>	<i>Match</i>	<i>Key Activities</i>
<p>Concept 1: Elements of Literature Identify, analyze, and apply knowledge of the structures and elements of literature.</p>		
<p>PO 1. Participate (e.g., react, speculate, join in, read along) when predictably patterned selections of fiction and poetry are read aloud.</p>	<p>★</p>	<p>ABC Songs; Letter Sound Songs; Sing a Rhyme; Read with Me books; A-Z Readiness Activities; Picture Story; Advanced Readiness Activities; Sing Around the World; Play and Practice (all lessons within Play and Practice, including Read with Me Games); Folders 6-31 (All instructional chapters); Student Materials (Read with Me books; Sing a Rhyme books; videos)</p>
<p>PO 2. Identify elements of a story, including characters, setting, and key events.</p>	<p>★</p>	<p>Sing a Rhyme; Read with Me; Guide Folder 2 (Comprehension Strategies pg. 6); Guide Folders 6-31 (Sing a Rhyme: Get Ready to Read, Think About It; Read Along with Me: Get Ready to Read, Think About It); Student Materials (Sing a Rhyme; Read with Me books)</p>
<p>PO 3. Retell or re-enact a story, placing the events in the correct sequence.</p>	<p>★</p>	<p>Sing a Rhyme; Read with Me; Guide Folder 2 (Comprehension Strategies pg. 6); Guide Folders 6-31 (Sing a Rhyme: Get Ready to Read, Think About It; Read Along with Me: Get Ready to Read, Think About It); Student Materials (Sing a Rhyme; Read with Me books)</p>
<p>PO 4. Determine whether a literary selection, that is heard, is realistic or fantasy.</p>	<p>★</p>	<p>Hh (Distinguish between real and make-believe) Readiness Activities; Hh Advanced Readiness Activities; Sing a Rhyme; Read with Me books; Folder 13:H (Think with Me); Folders 6-31 (Read Along with Me; Sing a Rhyme); Student Materials (Sing a Rhyme books; Read with Me books)</p>
<p>Concept 2: <i>Not applicable to Kindergarten</i></p>		

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Strand 3: Comprehending Informational Text

Arizona Reading Standards		WATERFORD LEVEL 1 – Emergent Reading	
Kindergarten	Match	Key Activities	
Concept 1: Expository Text Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.			
PO 1. Identify the purpose for reading expository text.	★	Sing a Rhyme; Read with Me; Guide Folder 2 (Comprehension Strategies pg. 6); Guide Folders 6-31 (Sing a Rhyme: Get Ready to Read, Think About It; Read Along with Me: Get Ready to Read, Think About It); Student Materials (Sing a Rhyme; Read with Me books)	
PO 2. Restate facts from listening to expository text.	★	Sing a Rhyme; Read with Me; Guide Folder 2 (Comprehension Strategies pg. 6); Guide Folders 6-31 (Sing a Rhyme: Get Ready to Read, Think About It; Read Along with Me: Get Ready to Read, Think About It); Student Materials (Sing a Rhyme; Read with Me books)	
PO 3. Respond appropriately to questions based on facts in expository text, heard or read.	★	Guide Folders 6-31 (Sing a Rhyme: Get Ready to Read, Think About It; Read Along with Me: Get Ready to Read, Think About It)	
Concept 2: Functional Text Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.			
PO 1. Sequentially follow a two or three-step set of directions (e.g., recipes, center directions, classroom procedures, science experiments) using picture clues.	★	Guide Folders 6-31 (All Instructional Chapters) All online activities provide students with the opportunity to follow directions.	
PO 2. Identify signs, symbols, labels, and captions in the environment.	★	Play and Practice (Read with Me Games: Write with Me: Sign Studio; Card Maker); Folder 2 (Writing Corner)	
Concept 3: Not applicable to Kindergarten			

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Strand 1: Writing Process

Arizona Reading Standards		WATERFORD LEVEL 1 – Emergent Reading	
Kindergarten	Match	Key Activities	
Concept 1: Prewriting Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.			
PO 1. Generate ideas through class discussion.	★	All off-line lessons provide opportunities for class discussions. For example see Guide Book 2 (Reading lessons)	
PO 2. Draw a picture about ideas generated through class discussion.	★	Folder 2 (Writing Center; Writing Experiences at Home); Folder 3 (Think with Me); Folders 6-31 (Think with Me; Discover with Me)	
Concept 2: Drafting Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.			
PO 1. Communicate by drawing, telling, or writing for a purpose.	★	Folder 2 (Writing Center; Writing Experiences at Home); Folder 3 (Think with Me); Folders 6-31 (Think with Me; Discover with Me)	
PO 2. Create a group draft, scripted by the teacher.	★		
Concept 3: Revising Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)			
PO 1. Reread original draft scripted by teacher or individual.	★	Folder 2 (Writing Center; Writing Experiences at Home); Folder 3 (Think with Me); Folders 6-31 (Think with Me; Discover with Me)	
PO 2. Add additional details with prompting.	★		
Concept 4: Editing Editing includes proofreading and correcting the draft for conventions.			
PO 1. Review the draft for errors in conventions, with prompting. (See Strand 2)	★	Folder 2 (Writing Center; Writing Experiences at Home); Folder 3 (Think with Me); Folders 6-31 (Think with Me; Discover with Me)	

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Strand 2: Writing Elements

Arizona Reading Standards		WATERFORD LEVEL 1 – Emergent Reading	
Kindergarten	Match	Key Activities	
Concept 1: Ideas and Content Writing is clear and focused, holding the reader’s attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.			
PO 1. Use pictures that convey meaning.	★	Write With Me (ABC Book; Me by Me; Card Maker; Sign Studio; Things to Do; Free Choice); Folder 2 (Writing Center; Writing Experiences at Home); Folder 3 (Think with Me); Folders 6-31 (Think with Me; Discover with Me)	
PO 2. Use pictures with imitative text , letters, or recognizable words to convey meaning.	★		
PO 3. Use labels, captions, or picture descriptors to expand meaning.	★		
Concept 2: Organization Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.			
PO 1. Show a clear sense of coordination between text and pictures (e.g., a reader can readily see that they go together).	★	Write With Me (ABC Book; Me by Me; Card Maker; Sign Studio; Things to Do; Free Choice); Folder 2 (Writing Center; Writing Experiences at Home); Folder 3 (Think with Me); Folders 6-31 (Think with Me; Discover with Me)	
PO 2. Consistently write left to right and top to bottom.	★	Folder 36 <i>Masters and Worksheets</i> ; (Letter Picture Handwriting Worksheets); Home Letter Practice Worksheets)	
PO 3. Space appropriately between words with some degree of accuracy.	★		
Concept 3: Voice Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.			
PO 1. Create pictures or text with distinctive personal style and originality.	★	Write With Me (ABC Book; Me by Me; Card Maker; Sign Studio; Things to Do; Free Choice); Folder 2 (Writing Center; Writing Experiences at Home); Folder 3 (Think with Me); Folders 6-31 (Think with Me; Discover with Me)	

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Strand 2: Writing Elements

Arizona Reading Standards	WATERFORD LEVEL 1 – Emergent Reading	
Kindergarten	Match	Key Activities
<p>Concept 4: Word Choice Word choice reflects the writer’s use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.</p>		
PO 1. Select labels, captions, or descriptors to enhance pictures.	★	Write With Me (ABC Book; Me by Me; Card Maker; Sign Studio; Things to Do; Free Choice); Folder 2 (Writing Center; Writing Experiences at Home); Folder 3 (Think with Me); Folders 6-31 (Think with Me; Discover with Me)
PO 2. Use words, labels, or short phrases that clearly go with picture text.	★	
<p>Concept 5: Sentence Fluency Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.</p>		
PO 1. Attempt simple sentences (some may be fragments).	★	Write With Me (ABC Book; Me by Me; Card Maker; Sign Studio; Things to Do; Free Choice); Folder 2 (Writing Center; Writing Experiences at Home); Folder 3 (Think with Me); Folders 6-31 (Think with Me; Discover with Me)
<p>Concept 6: Conventions Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</p>		
PO 1. Write the 26 letters of the alphabet in: a. lower case b. upper case	★	Letter Pictures Writing; Folder 2 (Writing Center; Writing Experiences at Home); Folders 6-31 (Think with Me; Discover with Me); Guide Folder 36 (Letter Worksheets)
PO 2. Distinguish between upper and lower case letters.	★	ABC Songs; Letter Sound Songs; Find the Letter; Name that Letter; Letter Pictures; Letter Pictures Writing; Make a Scene; Letter Checker; Letter Fun; Fast Letter Fun; Alphabet Review; Letter Hunt; Read with Me books; Play and Practice: Read with Me Games-ABC Book, Color Box; Folders 6-31 (Think with Me; Discover with Me); Folder 36 (Block Letter Charts; Letter Pictures Handwriting Worksheets)
PO 3. Use capital letters to begin “important” words, although may be inconsistent or experimental.	★	Write With Me (ABC Book; Me by Me; Card Maker; Sign Studio; Things to Do; Free Choice); Folder 2 (Writing Center; Writing Experiences at Home); Folder 3 (Think with Me); Folders 6-31 (Think with Me; Discover with Me)
PO 4. Use spaces between words.	★	
PO 5. Write left to right and top to bottom.	★	

C O R R E L A T I O N

Strand 2: Writing Elements

Arizona Reading Standards	WATERFORD LEVEL 1 – Emergent Reading	
<i>Kindergarten</i>	<i>Match</i>	<i>Key Activities</i>
PO 6. Use punctuation in writing, although may be inconsistent or experimental.	★	Write With Me (ABC Book; Me by Me; Card Maker; Sign Studio; Things to Do; Free Choice); Folder 2 (Writing Center; Writing Experiences at Home); Folder 3 (Think with Me); Folders 6-31 (Think with Me; Discover with Me)
PO 7. Use knowledge of letter sound relationship to spell simple words with some consonants and few vowels (e.g., <i>I lik t d nts.</i> – I like to draw knights.)	★	
PO 8. Use resources (e.g., environmental print, word wall) to spell correctly.	★	Guide Folders 6-31 (Think with Me: Pocket Chart Activities)
PO 9. Write own name on personal work.	★	Letter Pictures Writing; Folder 2 (Writing Center; Writing Experiences at Home); Folders 6-31 (Think with Me; Discover with Me); Guide Folder 36 (Letter Worksheets)

C O R R E L A T I O N

Strand 3: Writing Applications

Arizona Reading Standards	WATERFORD LEVEL 1 – Emergent Reading	
<i>Kindergarten</i>	<i>Match</i>	<i>Key Activities</i>
<p>Concept 1: Expressive Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.</p>		
<p>PO 1. Create narratives by drawing, dictating, and/or emergent writing.</p>	★	<p>Write With Me (ABC Book; Me by Me; Card Maker; Sign Studio; Things to Do; Free Choice); Folder 2 (Writing Center; Writing Experiences at Home); Folder 3 (Think with Me); Folders 6-31 (Think with Me; Discover with Me)</p>
<p>PO 2. Participate in writing simple poetry, rhymes, songs, or chants.</p>	★	
<p>Concept 2: Expository Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.</p>		
<p>PO 1. Participate in creating expository texts (e.g., labels, lists, observations, journals, summaries) through drawing or writing.</p>	★	<p>Folder 2 (Writing Center; Writing Experiences at Home); Folders 6-31 (Discover with Me: Creative Writing)</p>
<p>Concept 3: Functional Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.</p>		
<p>PO 1. Participate in writing a variety of functional text (e.g., classroom rules, letters, experiments, recipes, notes/messages, labels, directions, posters, graphs/tables). <i>(See R00-S3C2; M00-S2C1)</i></p>	★	<p>Write With Me (ABC Book; Me by Me; Card Maker; Sign Studio; Things to Do; Free Choice); Folder 2 (Writing Center; Writing Experiences at Home); Folder 3 (Think with Me); Folders 6-31 (Think with Me; Discover with Me)</p>
<p>PO 2. Participate in writing communications, with teacher as scribe, including: a. friendly letters b. thank-you notes</p>	★	<p>Write With Me (Card Maker includes friendly letters, thank-you notes, birthday cards etc; Things to Do; Free Choice); Folder 2 (Writing Center; Writing Experiences at Home); Folder 3 (Think with Me); Folders 6-31 (Think with Me; Discover with Me)</p>

C O R R E L A T I O N

Strand 3: Writing Applications

Arizona Reading Standards	WATERFORD LEVEL 1 – Emergent Reading	
<i>Kindergarten</i>	<i>Match</i>	<i>Key Activities</i>
<p>Concept 4: Persuasive <i>Not applicable for Kindergarten</i></p>		
<p>Concept 5: Literary Response Literary response is the writer’s reaction to a literary selection. The response includes the writer’s interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.</p>		
PO 1. Participate in a group discussion, based on a literature selection, that identifies the: a. character(s) b. setting c. sequence of events <i>(See R00-S2C1)</i>	★	Guide Folders 6-31 (Think with Me; Discover with Me – these sections provide many opportunities to participate in group discussions)
PO 2. Participate in a group discussion in response to a given piece of literature that connects: a. text to self (personal connection) b. text to world (social connection) c. text to text (compare within multiple texts) <i>(See R00-S2C1)</i>	★	
<p>Concept 6: Research Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.</p>		
PO 1. Participate in a creating a simple class report where the teacher is the scribe.	★	Folder 2 (Writing Center; Writing Experiences at Home); Folder 3 (Think with Me); Folders 6-31 (Think with Me; Discover with Me)

C O R R E L A T I O N

Strand 1: Reading Process

Arizona Reading Standards		WATERFORD LEVEL 2 – Beginning Reading	
Grade One	Match	Key Activities	
Concept 1: Print Concepts Demonstrate understanding of print concepts.			
PO 1. Alphabetize a series of words to the first letter.	★	Play and Practice: Word Traveler-Dictation; <i>Level Three:</i> (Skill Builder Song: ABC Order-1 st Letter; ABC Order-2 nd Letter)	
PO 2. Distinguish between uppercase and lowercase letters.	★	Letter Songs; Letter Sound Songs; Name That Sound; Sound Adventures Lessons (Spelling Symphony; Hop, Skip, Spell; Word Traveler- Dictation; Make a Word – Dictation); Guide Book 3 (Spelling & Dictation); Guide Book 4 (Dictation Sheets; Letter Worksheets; On My Own Worksheets)	
PO 3. Recognize the distinguishing features of a sentence (e.g., capitalization, ending punctuation).	★	Skill Builder Songs (Sentence Marks; What is a Sentence?); Skill Builder Instruction; Skill Builder Practice; Writer’s Corner (Word Processor); Guide Book 2 (Writing Process; Thematic Unit Writing Responses; Readables Writing Responses); Guide Book 3 (Spelling & Dictation); Guide Book 4 (Dictation Sheets; On My Own Worksheets; Writing Rubrics)	
PO 4. Identify the title, author, and table of contents of a book.	★	Readables; Read-Alongs; Traditional Tales; Guide Book 2 (p. 35 teacher tip using a table of contents; Reading Comprehension lessons); Guide Book 3 (Reading lessons); Student Materials (Readables; Traditional Tales; audiocassettes)	
Concept 2: Phonemic Awareness Identify and manipulate the sounds of speech.			
PO 1. Generate a series of rhyming words, including consonant blends.	★	<i>Phonological Awareness:</i> Rhyme Instruction 1 & 2; Rhyme Match; Treasure Hunt Rhyme; One Doesn’t Rhyme; Rhyming Words Song; <i>Level Two:</i> Sing-a-Tip Songs (Consonants; Blends: Consonant’s Together; Sheep in the Shadows; Chip Chop; T-H has Two Sounds; C-K Rap); Readables; Sounds Fun; Traditional Tales; Read-Alongs; Guide Book 3 (Sound Sense; Word Recognition); Guide Book 4 (Blend & Digraph Cards; On My Own Worksheets)	
PO 2. Orally segment a multi-syllable word into its syllables.	★	<i>Phonological Awareness:</i> Syllable Instruction 1 & 2; Syllable Safari; Take Away Syllables; <i>Level Two:</i> Readables; Read-Alongs; Traditional Tales; Guide Book 2 (Reading Comprehension lessons); Guide Book 3 (Reading lessons; Sound Sense); Student Materials (Readables; Traditional Tales; audiocassettes)	

C O R R E L A T I O N

Strand 1: Reading Process

Arizona Reading Standards	WATERFORD LEVEL 2 – Beginning Reading	
<i>Grade One</i>	<i>Match</i>	<i>Key Activities</i>
PO 3. Recognize the new spoken word when a specified phoneme is added, changed or removed (e.g., change <i>cow</i> to <i>how</i> , <i>pan</i> to <i>an</i>).	★	<i>Phonological Awareness:</i> Change One Sound; One-Two-Three Sounds; Circus Clown Climbers; Barnyard Bash; Apples and Bananas Vowel Song <i>Level Two:</i> Say and Trace; Sound Adventures Introduction; Sound Adventures Lessons (Spelling Symphony; Hop, Skip, Spell; Word Traveler- Dictation; Make a Word – Dictation); Guide Book 4 (On My Own Worksheets)
PO 4. Distinguish between initial, medial, and final sounds in single-syllable words.	★	<i>Phonological Awareness:</i> Beginning Sound Instruction 1 & 2; Right Beginning Sound; Choose a Sound; Ending Sound Instruction 1 & 2; Right Ending Sound; <i>Level Two:</i> Spelling Scramble; Lesson Screening; Key Words Screening; Sound Patrol; Word Blending; Say and Trace; Word Master Games; Guide Book 3 (Sound Sense; Reading lessons); Guide Book 4 (Blend & Digraph Cards; On My Own Worksheets)
PO 5. Distinguish between long and short vowel sounds in orally stated single-syllable words (bit/bite).	★	Sing-a-Tip Songs (Vowels Side by Side; Sneaky Magic E; Eensy Weensy Mouse); <i>Short Vowels:</i> Sounds Fun (Lessons 1-20); <i>Long Vowels:</i> Sounds Fun (Lessons 26-41); Guide Book 3 (Sound Sense; Word Recognition); Guide Book 4 (Blend & Digraph Cards; On My Own Worksheets)
PO 6. Generate sounds from letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms), to combine those sounds into recognizable words.	★	Letter and Sound Songs; Sing-a-Tip Songs; Sound Adventures Introduction; Sound Adventures Lessons (Spelling Symphony; Hop, Skip, Spell; Word Traveler – Dictation; Make a Word – Dictation); Key Word Strategy; Key Words Song; Key Word Match; Pattern Hunt; Readables; Read-Alongs; Traditional Tales; Sound Adventures Units (Word Construction); <i>Short Vowels:</i> Sounds Fun (Lessons 1-20); <i>Long Vowels:</i> Sounds Fun (Lessons 26-41); Guide Book 3 (Sound Sense; Word Recognition); Guide Book 4 (Blend & Digraph Cards; On My Own Worksheets)
PO 7. Blend spoken phonemes with more than three sounds into one-syllable words, including consonant blends and digraphs (e.g., /f/i/n/d/ = find; /f/l/a/t/ = flat).	★	<i>Phonological Awareness:</i> Blending Chunks Instruction 1 & 2; Blending Dragon; Blending Chunks; Blending Riddles 1; <i>Level Two:</i> Sing-a-Tip Songs (Consonants; Blends: Consonant’s Together; Sheep in the Shadows; Chip Chop; T-H has Two Sounds; C-K Rap); Readables) Word Blending; Sounds Fun (Letter Sound Screening; Sound Room; Sound Hunt; Name that Sound; Lessons 1-30); Guide Book 3 (Review; Sound Sense; Word Recognition); Guide Book 4 (Blend & Digraph Cards; On My Own Worksheets); Student Materials (Readables)
PO 8. Segment spoken phonemes contained in one-syllable words of two to five phoneme sounds into individual phoneme sounds (e.g., splat = /s/p/l/a/t/ using manipulatives to mark each phoneme).	★	<i>Phonological Awareness:</i> Beginning Sound Instruction 1 & 2; Right beginning Sound; Ending Sound Instruction 1 & 2; Right Ending Sound; Where is the Sound?; Stick N’ Spell; Find the Sound 1 & 2; Letter Eliminator; One-Two-Three Sounds; Circus Clown Climbers <i>Level Two:</i> Guide Book 3 (Sound Sense lessons)

C O R R E L A T I O N

Strand 1: Reading Process

Arizona Reading Standards	WATERFORD LEVEL 2 – Beginning Reading	
<i>Grade One</i>	<i>Match</i>	<i>Key Activities</i>
<p>Concept 3: Phonics Decode words, using knowledge of phonics, syllabication, and word parts.</p>		
<p>PO 1. Decode regularly spelled two syllable words fluently by applying the most common letter-sound correspondences, including the sounds represented by:</p> <ul style="list-style-type: none"> – Single letters (consonants and vowels), – Consonant blends (e.g., bl, st, tr), – Consonant digraphs (e.g., th, sh, ck), and – Vowel digraphs and diphthongs (e.g., ea, ie, ee). 	<p>★</p>	<p>Sing-a-Tip Songs; Sounds Fun Lessons 1-45 (Letter Sound Screening; Sound Room; Sound Hunt; Name that Sound); Readables; Review Readables; Lesson Screening; Word Master Games; Word Master Practice; Guide Book 3 (Word Recognition; Sound Sense; Reading lessons); Guide Book 4 (Blend & Digraph Cards; On My Own Worksheets); Student Materials (Readables; Review Readables)</p>
<p>PO 2. Use knowledge of inflectional endings (e.g., -s, -ed, -ing) to identify base words.</p>	<p>★</p>	<p>Lessons 4 (plurals), 8 (-es ending), 13 (-ing ending), 28 (-ing ending), 41 (-ed ending); Review Unit 4 (plurals); Readables; Review Readables; Traditional Tales; Read-Alongs; Guide Book 3 (Lessons 4, 8, 13, 28, 41); Guide Book 4 (On My Own Worksheets); Student Materials (Readables; Review Readables)</p>
<p>PO 3. Use knowledge of base words to identify compound words.</p>	<p>★</p>	<p>Skill Builder Song (Compound Words); Readables; Review Readables; Guide Book 3 (Sound Sense; Word Recognition); Guide Book 4 (Blend & Digraph Cards; On My Own Worksheets); Student Materials (Readables; Traditional Tales)</p>
<p>PO 4. Read words with common spelling patterns (e.g., -ite, -ill, -ate).</p>	<p>★</p>	<p>Sing-a-Tip Songs; Sound Adventures Introduction; Sound Adventures Lessons (Spelling Symphony; Hop, Skip, Spell; Word Traveler – Dictation; Make a Word – Dictation); Key Word Strategy; Key Words Song; Key Word Match; Pattern Hunt; Readables; Read-Alongs; Traditional Tales; Sound Adventures Units (Word Construction); Guide Book 3 (Sound Sense; Word Recognition; Reading lessons); Guide Book 4 (Blend & Digraph Cards; On My Own Worksheets); Student Materials (Readables; Traditional Tales)</p>
<p>PO 5. Recognize high frequency words and irregular sight words.</p>	<p>★</p>	<p>Power Word Introduction; Power Word Screening; Rascal Presents a Word; Spelling Word Scramble; Power Word Progress; Power Word Readables; Word Master Games; Word Master Practice; Readables; Review Readables; Guide Book 3 (Word Recognition); Guide Book 4 (Power Word Cards; Sentence Strips; Unit Check Sheets); Student Materials (Readables; Traditional Tales)</p>

C O R R E L A T I O N

Strand 1: Reading Process

Arizona Reading Standards		WATERFORD LEVEL 2 – Beginning Reading	
Grade One		Match	Key Activities
PO 6.	Read common contractions fluently (e.g., I’m, I’ll, can’t).	★	Sing-a-Tip (Contraction Action 1; Contraction Action 2); Readables; Review Readables; Read-Alongs; Traditional Tales; Guide Book 3 (Word Recognition; Reading lessons); Guide Book 4 (On My Own Worksheets); Student Materials (Readables; Traditional Tales)
PO 7.	Use knowledge of word order (syntax) and context to confirm decoding.	★	Rusty and Rosy’s Clues; Look for a Clue Song; Use a Clue; Watch Me Read; Mystery Word; Readables; Read-Alongs; Traditional Tales; Guide Book 3 (Word Recognition lessons); Student Materials (Readables; Traditional Tales)
Concept 4: Vocabulary Acquire and use new vocabulary in relevant contexts.			
PO 1.	Recognize base words and their inflections (e.g., <i>look, looks, looked, looking</i>).	★	Lessons 4 (plurals), 8 (-es ending), 13 (-ing ending), 28 (-ing ending), 41 (-ed ending); Review Unit 4 (plurals); Readables; Review Readables; Traditional Tales; Read-Alongs; Guide Book 3 (Lessons 4, 8, 13, 28, 41); Guide Book 4 (On My Own Worksheets); Student Materials (Readables; Review Readables)
PO 2.	Classify common words into conceptual categories (e.g., animals, foods, toys).	★	Play and Practice (Writer’s Corner: Word Processor); Guide Book 2 (Writing Strategies: Prewriting – webbing, mapping, word banks)
PO 3.	Identify the words that comprise contractions (e.g., can’t=can not, it’s=it is, aren’t=are not).	★	Sing-a-Tip (Contraction Action 1; Contraction Action 2); Readables; Review Readables; Read-Alongs; Traditional Tales; Guide Book 3 (Word Recognition; Reading lessons); Guide Book 4 (On My Own Worksheets); Student Materials (Readables; Traditional Tales)
PO 4.	Recognize that two words can make a compound word (e.g., sailboat, football, popcorn).	★	Skill Builder Song (Compound Words); Readables; Review Readables; Read-Alongs (i.e., cookbook, hallway, pancakes, whiteboard, popcorn etc.); Guide Book 3 (Sound Sense; Word Recognition); Guide Book 4 (Blend & Digraph Cards; On My Own Worksheets); Student Materials (Readables; Traditional Tales)
Concept 5: Fluency Read fluently			
PO 1.	Consistently read grade-level text with at least 90 percent accuracy.	★	Choose a Readable; Power Word Readables; Readables; Review Readables; Reader’s Choice; Guide Book 2 (Reading lessons); Guide Book 3 (Reading lessons); Student Materials (Readables)
PO 2.	Read aloud with fluency in a manner that sounds like natural speech.	★	Choose a Readable; Power Word Readables; Readables; Review Readables; Reader’s Choice; Guide Book 2 (Reading lessons); Guide Book 3 (Reading lessons); Student Materials (Readables)

C O R R E L A T I O N

Strand 1: Reading Process

Arizona Reading Standards		WATERFORD LEVEL 2 – Beginning Reading	
Grade One	Match	Key Activities	
Concept 6: Comprehension Strategies Employ strategies to comprehend text.			
PO 1. Predict what might happen next in a reading selection.	★	Traditional Tales (Get Ready-Peek at the Story; Use Clues to Guess What Might Come Next; Check My Guess); Read-Alongs (Get Ready-Peek at the Story; Use Clues to Guess What Might Come Next; Check My Guess); Readables; Review Readables; Guide Book 2 (Reading Comprehension Lessons 1-10); Guide Book 3 (Reading Comprehension lessons); Student Materials (Readables; Traditional Tales)	
PO 2. Relate information and events in a reading selection to life experiences and life experiences to the text.	★	Traditional Tales (Get Ready- Connect to Me); Read-Alongs (Get Ready-Connect to Me); Readables; Review Readables; Guide Book 2 (Reading Comprehension Lessons 1-10); Guide Book 3 (Reading Comprehension lessons); Student Materials (Readables; Traditional Tales)	

C O R R E L A T I O N

Strand 2: Comprehending Literary Texts

Arizona Reading Standards		WATERFORD LEVEL 2 – Beginning Reading	
Grade One	Match	Key Activities	
Concept 1: Elements of Literature Identify, analyze, and apply knowledge of the structures and elements of literature.			
PO 1. Identify the plot of a literary selection, heard or read.	★	Read-Alongs (Use clues to guess what might come next; Sum Up-Remember Order; Sum Up-Five W’s); Traditional Tales (Use clues to guess what might come next; Sum Up-Remember Order; Sum Up-Five W’s); Guide Book 2 (Comprehension Strategies); Guide Book 3 (Reading lessons); Student Materials (Readables; Traditional Tales)	
PO 2. Describe characters (e.g., traits, roles, similarities) within a literary selection, heard or read.	★	Traditional Tales (Think About It-Describe Characters); Read-Alongs (Think About It-Describe Characters); Readables; Review Readables; Guide Book 2 (Reading Comprehension Lessons 1-10); Guide Book 3 (Reading Comprehension lessons); Student Materials (Readables; Traditional Tales)	
PO 3. Sequence a series of events in a literary selection, heard or read.	★	Traditional Tales (Think About It-Sum Up: Remember Order); Read-Alongs (Think About It-Sum Up: Remember Order); Sentence Dictation; Readables; Review Readables; Guide Book 2 (Reading Comprehension Lessons 1-10); Guide Book 3 (Reading Comprehension lessons); Student Materials (Readables; Traditional Tales)	
PO 4. Determine whether a literary selection, heard or read, is realistic or fantasy.	★	Traditional Tales (Get Ready; Think About It); Readables; Read-Alongs (Get Ready; Think About It); Review Readables; Student Materials (Readables; Traditional Tales)	
PO 5. Participate (e.g., clapping, chanting, choral reading) in the reading of poetry by responding to the rhyme and rhythm.	★	Letter and Sound Songs; Skill Builder Songs; Sing-a-Tip Songs; Traditional Tales; Readables; Read-Alongs; Play and Practice (Songs, Books, Sounds Fun, Sounds Adventures); Guide Book 2 (Writing Strategies; Thematic Units Writing Responses; Readables Writing Responses); Guide Book 3 (Sound Sense lessons; Reading lessons); Student Materials (Traditional Tales; story cassettes)	
Concept 2: Historical and Cultural Aspects of Literature Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.			
PO 1. Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences.	★	Traditional Tales (Think About It-Describe Characters); Read-Alongs (Think About It-Describe Characters); Readables; Review Readables; Guide Book 2 (Reading Comprehension Lessons 1-10); Guide Book 3 (Reading Comprehension lessons); Student Materials (Readables; Traditional Tales)	

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Strand 3: Comprehending Informational Texts

Arizona Reading Standards		WATERFORD LEVEL 2 – Beginning Reading	
Grade One	Match	Key Activities	
Concept 1: Expository Text Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.			
PO 1. Identify the topic of expository text, heard or read.	★	Traditional Tales (Get Ready; Think About It); Read-Alongs (Get Ready; Think About It); Readables; Review Readables; Guide Book 2 (Reading Comprehension Lessons 1-10); Guide Book 3 (Reading lessons); Student Materials (Readables; Traditional Tales; story audiocassettes)	
PO 2. Answer questions (e.g., who, what, where, when, why, how) about expository text, heard or read.	★	Traditional Tales (Get Ready-Wonder/Ask a Question; Think About It-Find an Answer; Sum Up-Remember Order; Sum Up-Five W's); Read-Alongs (Get Ready-Wonder/Ask a Question; Think About It-Find an Answer; Sum Up-Remember Order; Sum Up-Five W's); Guide Book 2 (Reading Comprehension Lessons 1-10); Guide Book 3 (Reading Comprehension lessons); How to Read a Story poster; Student Materials (Readables; Traditional Tales)	
PO 3. Identify organizational features (e.g., title, table of contents, heading, bold print) of expository text.	★	Readables; Read-Alongs; Traditional Tales; Guide Book 2 (p. 35 teacher tip using a table of contents; Reading Comprehension lessons); Guide Book 3 (Reading lessons); Student Materials (Readables; Traditional Tales; audiocassettes)	
Concept 2: Functional Text Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.			
PO 1. Follow a set of written multi-step directions with picture cues to assist.	★	Guide Book 2 (Writing Strategies; Thematic Units Writing Responses; Readables Writing Responses); Guide Book 3 (all lessons); Guide Book 4 (On My Own Worksheets)	
PO 2. Determine whether a specific task is completed, by checking to make sure all the steps were followed in the right order, with picture cues to assist.	★	Guide Book 2 (Writing Strategies; Thematic Units Writing Responses; Readables Writing Responses); Guide Book 3 (all lessons); Guide Book 4 (On My Own Worksheets)	
PO 3. State the meaning of specific signs (e.g., traffic, safety, warning signs).	★	Play and Practice (Writer's Corner: Word Processor – <i>Clip Art</i> includes a variety of warning signs and environmental print)	
Concept 3: Not applicable to First Grade			

C O R R E L A T I O N

Strand 1: Writing Process

Arizona Reading Standards		WATERFORD LEVEL 2 – Beginning Reading	
Grade One	Match	Key Activities	
Concept 1: Prewriting Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.			
PO 1. Generate ideas through prewriting activities (e.g., brainstorming, webbing , drawing, writer’s notebook, group discussion).	★	Writer’s Corner (Word Processor); Guide Book 2 (Writing-Prewriting pg. 107; Thematic Units Writing Responses ; Readables Writing Responses)	
PO 2. Draw a picture or storyboard about ideas generated.	★		
PO 3. Organize ideas using simple webs , maps, or lists.	★	Writer’s Corner (Word Processor); Guide Book 2 (Writing-Prewriting pg. 107; Thematic Units Writing Responses – <i>Little Monkey</i> : make a characteristic web; Readables Writing Responses – <i>Dan and Mac</i> : Make a semantic map) <i>Level Three</i> : Writing (Prewriting - online lessons teach students how to create maps (or webs) and word banks through explicit instruction. In the teacher resource Guide Book 2, students are also taught how to create a Venn Diagram.)	
PO 4. Discuss the purpose for a writing piece.	★	Writer’s Corner (Word Processor); Guide Book 2 (Writing-Prewriting pg. 107; Thematic Units Writing Responses; Readables Writing Responses) <i>Level Three</i> : Writing (First Draft – teaches students to identify the purpose and audience before writing)	
PO 5. Discuss who the intended audience of a writing piece will be.	★		
Concept 2: Drafting Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.			
PO 1. Write a draft (e.g., story, caption, letter, observations, message).	★	Writer’s Corner (Word Processor); Guide Book 2 (Writing Process-First Draft; Thematic Units Writing Responses; Readables Writing Responses)	

C O R R E L A T I O N

Strand 1: Writing Process

Arizona Reading Standards		WATERFORD LEVEL 2 – Beginning Reading	
Grade One	Match	Key Activities	
Concept 3: Revising Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)			
PO 1. Reread original draft for clarity.	★	Writer’s Corner (Word Processor); Guide Book 2 (Writing: Revising pg. 109; Thematic Units Writing Responses; Readables Writing Responses); Guide Book 4 (Revision Rubric)	
PO 2. Add additional details with prompting	★	Guide Book 2 (Writing: Revising pg. 109 – <i>Initial Conferencing and Revising</i> section teaches students the importance of group revision, partner review, question and answer, revising charts, and teacher conferencing. Thematic Units Writing Responses; Readables Writing Responses)	
Concept 4: Editing Editing includes proofreading and correcting the draft for conventions.			
PO 1. Review the draft for errors in conventions, with prompting. (See Strand 2)	★	Writer’s Corner (Word Processor); Guide Book 2 (Writing: Editing pg. 110; Final Conferencing pg. 111; Thematic Units Writing Responses; Readables Writing Responses); Guide Book 4 (Editing Rubric; Student’s Writing Checklist)	
Concept 5: Publishing Publishing includes formatting and presenting a final product for the intended audience.			
PO 1. Rewrite and illustrate selected pieces of writing for sharing with intended audience.	★	Writer’s Corner (Word Processor); Guide Book 2 (Writing: Final Conferencing pg. 111; Creating a Final Draft pg. 112; Publishing pg. 113; Thematic Units Writing Responses; Readables Writing Responses)	
PO 2. Write legibly.	★	Guide Book 2 (Writing Process-Creating a Final Draft; Thematic Unit Writing Responses; Readables Writing Responses); Guide Book 4 (Writing Rubric)	

C O R R E L A T I O N

Strand 2: Writing Components

Arizona Reading Standards		WATERFORD LEVEL 2 – Beginning Reading	
Grade One	Match	Key Activities	
<p>Concept 1: Ideas and Content Writing is clear and focused, holding the reader’s attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.</p>			
PO 1. Write stand-alone text that expresses a clear message.	★	Writer’s Corner (Word Processor – allows students to add illustrations to their stories through a variety of clip art choices. Students can add details such as font color, size, and type, as well as add borders to their page.); Guide Book 2 (Thematic Unit Writing Responses; Readables Writing Responses)	
PO 2. Incorporate details in pictures and text.	★		
<p>Concept 2: Organization Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.</p>			
PO 1. Demonstrate sequencing or patterning in written text or storyboards.	★	Writer’s Corner (Word Processor); Guide Book 4 (Revision Rubric) <i>Level Three: Writing (Revision- explicit lessons teach students to stick to the topic)</i>	
PO 2. Show a sense of beginning (e.g., <i>This is a story of..., One day..., My favorite food...</i>).	★		
PO 3. Write multiple sentences in an order that supports a main idea or story.	★		
<p>Concept 3: Voice Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.</p>			
PO 1. Create pictures and text that is expressive, individualistic, engaging, and lively.	★	Writer’s Corner (Word Processor – allows students to add illustrations to their stories through a variety of clip art choices. Students can add details such as font color, size, and type, as well as add borders to their page.); Guide Book 4 (Revision Rubric) <i>Level Three: Writing (Revision- explicit lessons teach students how to add details and interesting words to their stories)</i>	

C O R R E L A T I O N

Strand 2: Writing Components

Arizona Reading Standards		WATERFORD LEVEL 2 – Beginning Reading	
Grade One	Match	Key Activities	
<p>Concept 4: Word Choice Word choice reflects the writer’s use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.</p>			
PO 1. Select words that convey a clear, general meaning.	✪	<p><i>Level Three:</i> Writing (Revision- explicit lessons teach students how to add details and interesting words to their stories)</p>	
PO 2. Use a variety of words, even if not spelled correctly, to convey the intended message.	✪		
PO 3. Use expressive or descriptive phrases and short sentences, beyond one- or two-word labels.	✪		
<p>Concept 5: Sentence Fluency Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.</p>			
PO 1. Write simple sentences .	✪	Writer’s Corner (Word Processor); Guide Book 2 (Writing: Revising pg. 109; Thematic Units Writing Responses; Readables Writing Responses); Guide Book 4 (Revision Rubric)	
<p>Concept 6: Conventions Conventions address the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</p>			
PO 1. Incorporate conventions into own text, including: a. spacing between words b. spacing between lines c. consistent left-right and up-down orientation d. placement of title	✪	Say and Trace; Guide Book 2 (Writing Process; Thematic Unit Writing Responses; Readables Writing Responses); Guide Book 3 (Independent Practice); Guide Book 4 (Letter Worksheets; On My Own Worksheets)	
PO 2. Use capital letters correctly for: a. the pronoun I b. the beginning of a sentence c. names	✪	Skill Builder Songs (What is a Sentence?); Skill Builder Instruction; Skill Builder Practice; Writer’s Corner (Word Processor); Guide Book 2 (Writing Process; Thematic Unit Writing Responses; Readables Writing Responses); Guide Book 3 (Spelling & Dictation); Guide Book 4 (Dictation Sheets; On My Own Worksheets)	
PO 3. Punctuate endings of sentences using: a. periods b. question marks c. exclamation points	✪	Skill Builder songs: What is a Sentence?; Sentence Marks; Nouns; Review Unit 1; Review Unit 2; Review Unit 3; Read-Alongs; Readables; Small Stories; Traditional Tales; Guide Book 4 (On My Own Worksheets); Student Materials (books; audio cassettes)	

C O R R E L A T I O N

Strand 2: Writing Components

Arizona Reading Standards	WATERFORD LEVEL 2 – Beginning Reading	
<i>Grade One</i>	<i>Match</i>	<i>Key Activities</i>
PO 4. Spell high frequency words correctly.	★	Say and Trace; Sound Adventures Lessons (Spelling Symphony; Hop, Skip, Spell; Word Traveler-Dictation; Make a Word-Dictation); Sound Adventures Units (Spelling Scramble); Writer’s Corner (Word Processor); Guide Book 2 (Writing Process; Thematic Unit Writing Responses; Readables Writing Responses); Guide Book 3 (Spelling & Dictation); Guide Book 4 (Letter Cards; Blend and Digraph Cards; Word Pattern Cards; On My Own Worksheets)
PO 5. Use common spelling patterns (i.e., onset and rimes , word families , and simple CVC words) to spell words correctly.	★	
PO 6. Use basic phonetic spelling of unfamiliar words to create readable text.	★	
PO 7. <i>Use resources (e.g., environmental print, word walls, dictionaries) to spell correctly.</i>	★	Writer’s Corner (Word Processor); Skill Builder song (Verbs); Review Unit 6; Review Unit 7; Traditional Tales; Readables; Read-Alongs; Review Readables; Guide Book 4 (On My Own Worksheets)
PO 8. Use subject /verb agreement in simple sentences.	★	
PO 9. Use the following parts of speech correctly in simple sentences : a. nouns b. action verbs	★	Writer’s Corner (Word Processor); Skill Builder Songs; Skill Builder Instruction; Skill Builder Practice; Guide Book 2 (Writing Process; Thematic Unit Writing Responses; Readables Writing Responses); Guide Book 3 (Spelling & Dictation); Guide Book 4 (Cutouts)
PO 10. <i>Write own name on personal work.</i>	★	Writer’s Corner (Word Processor); Guide Book 4 (On My Own Worksheets)

C O R R E L A T I O N

Strand 3: Writing Applications

Arizona Reading Standards	WATERFORD LEVEL 2 – Beginning Reading	
Grade One	Match	Key Activities
<p>Concept 1: Expressive Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.</p>		
<p>PO 1. Write a narrative that includes: a. a main idea based on real or imagined events b. character(s) c. a sequence of events</p>	★	<p>Guide Book 2 (Thematic Unit Writing Responses- <i>My Super Sticky Sandwich</i>: Make a Comic Strip that tells the sequence of something they can do on their own; Readables Writing Responses - <i>Can We Still Be Friends?</i>: write a party plan)</p>
<p>PO 2. <i>Participate in writing simple poetry, rhymes, songs, or chants.</i></p>	★	<p>Guide Book 2 (Thematic Unit Writing Responses-<i>In the Rain</i>: Write a Rain Poem ; Readables Writing Responses - <i>What a Band!</i>: Write an Onomatopoeia Poem)</p>
<p>Concept 2: Expository Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.</p>		
<p>PO 1. Create expository texts (e.g., labels, lists, observations, journals) through drawing and/or writing.</p>	★	<p>Guide Book 2 (Thematic Unit Writing Responses- <i>Legs</i>; Make a Leg Diagram; Readables Writing Responses - <i>Pip, the Big Pig</i>: Write about the Beach; <i>The Big Trip</i>: Make a Packing List)</p>
<p>PO 2. Participate in creating simple summaries from informational texts, graphs, tables, or maps. (See M01-S2C1)</p>	★	<p>Guide Book 2 (Readables Writing Responses - <i>Old Rosa</i>: Make a Comparison Chart)</p>
<p>Concept 3: Functional Functional writing includes letters, memos, schedules, directories, signs, manuals, forms, and recipes. This writing provides specific directions or information related to real-world tasks.</p>		
<p>PO 1. Write a variety of functional text (e.g., classroom rules, letters, experiments, recipes, notes/messages, labels, directions, posters, graphs/tables). (See R01-S3C2; M01-S2C1)</p>	★	<p>Guide Book 2 (Thematic Unit Writing Responses-<i>La Tortuga</i>: Write a Turtle Soup Recipe; Readables Writing Responses - <i>The Big Hill</i>: Make a Safety Poster)</p>
<p>PO 2. <i>Participate in writing communications, with teacher as scribe, including</i> a. friendly letters b. thank-you notes</p>	★	<p>Guide Book 2 (Thematic Unit Writing Responses-<i>The Shoemaker and the Elves</i>: Write a Thank-You Note; Readables Writing Responses - <i>Thump, Bump!</i>: Make a Newsletter; <i>What's in the Egg?</i>: Write a Letter)</p>

C O R R E L A T I O N

Strand 3: Writing Applications

Arizona Reading Standards	WATERFORD LEVEL 2 – Beginning Reading	
Grade One	Match	Key Activities
<p>Concept 4: Persuasive Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.</p>		
(Grades 3-HS) Not applicable to Grade One.	NA	
<p>Concept 5: Literary Response Literary response is the writer’s reaction to a literary selection. The response includes the writer’s interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.</p>		
<p>PO 1. Write a response to a literature selection that identifies the: a. <i>character(s)</i> b. setting c. <i>sequence of events</i> d. main idea (See R01-S2C1)</p>	✦	<p>All lessons within the <i>Thematic Unit Writing Response</i> and <i>Readables Writing Response</i> found in Guide Book 2 require students to respond to the literature selection through a variety of suggested writing activities. Through these writing response activities, they will identify the character(s), setting, sequence of events, and main idea.</p>
<p>PO 2. Participate in a group response to a given piece of literature that connects: a. text to self (personal connection) b. text to world (social connection) c. text to text (compare within multiple texts) (See R01-S2C1)</p>	✦	<p>a. text to self: Guide Book 2 (Readable Writing Response– <i>Dad’s Surprise</i>: Write about being surprised) b. text to world: Guide Book 2 (Thematic Unit Writing Response – <i>Garden Visitors</i>: Make a bug diagram; Imagine a bug’s point of view, Write about bugs) c. text to text: Guide Book 2 (Thematic Unit Writing Response – <i>The Three Little Pigs</i>)</p>
<p>Concept 6: Research Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.</p>		
<p>PO 1. Write a simple report with a title and three facts, using informational sources.</p>	✦	<p>Guide Book 2 (Readables Writing Responses – <i>Sammy and Pete</i>: Write a Baby Book – students are asked to research a child’s life, asking specific questions about each year of their life and orally report their findings.)</p>

C O R R E L A T I O N

Strand 1: Reading Process

Arizona Reading Standards		WATERFORD LEVEL 3 – Fluent Reading	
Grade Two	Match	Key Activities	
Concept 1: Print Concepts Demonstrate understanding of print concepts.			
PO 1. Alphabetize a series of words to the second letter.	★	Lesson #'s: 1, 3, 14, 23; Skill Builder Songs (ABC Order-1 st Letter; ABC Order 2 nd Letter); Skill Builder Instruction; Skill Builder Practice; Guide Book 2 (Lesson #'s: 1, 3, 14, 23; Skill Builder Activities: Spelling Activities-Alphabetical Order); Guide Book 3 (Skill Builder Worksheets, Home Link Newsletters); Student Materials (audio cassettes)	
PO 2. Recognize the distinguishing features of a sentence (e.g., capitalization of the first word, internal punctuation, ending punctuation, quotation marks).	★	Level Two Review (Skill Builder Songs; Skill Builder Instruction; Skill Builder Gingerbread Game); Sing-a-Tip Songs (Apostrophe Pig; Capital Letters (Days; Places; Proper Nouns; Titles); Comma, Comma, Comma (In a Letter, In a Series); Contraction Action (2); Quotation Marks; Sentence Marks; What Is a Sentence?); Guide Book 2 (Reading lessons); Guide Book 3 (Skill Builder Worksheets); Student Materials (Readables; Read-Alongs)	
Concept 2: Phonemic Awareness Identify and manipulate the sounds of speech.			
PO 1. Orally segment a multi-syllable word into its syllables.	★	Readables; Read-Alongs; Guide Book 2 (Reading lessons); Student Materials (Readables; Read-Alongs)	
PO 2. Blend isolated phonemes to form two syllable words, using r-controlled vowel sounds, digraphs, and diphthongs (e.g., /t/.../i/.../g/.../er/ makes tiger).	★	<p><i>R-controlled:</i> Sing-a-Tip Song (Bossy Mr. R); Lesson 6 (ar); Lesson 16 (or); Spelling Exploration; Make and Spell; Spelling Instruction; Spelling Game; All-Star Spelling; Readables; Read-Alongs; Readable Word Play; Guide Book 2 (Spelling; Word Pattern; Reading); Student Materials (Readables; Read-Alongs)</p> <p><i>Digraphs:</i> Sing-a-Tip Songs (P-H and G-H Say Fff); Power Words (why, where, what); Spelling Exploration; Make and Spell; Spelling Instruction; Spelling Game; All-Star Spelling; Readables; Read-Alongs; Guide Book 2 (Spelling; Word Pattern); Guide Book 3 (Skill Builder Worksheets); Student Materials (Readables; Read-Alongs)</p> <p><i>Diphthongs:</i> Lesson 10 (ow, i.e., cow); Lesson 11 (ow,i.e., cloud); Lesson 12 (oi, i.e., point); Lesson 19 (e, i.e., child); Lesson 13 (o, i.e., roll); Lesson 21 (i, i.e. new); Lesson 22 (o, i.e., glue); Spelling Exploration; Make and Spell; Spelling Instruction; Spelling Game; All-Star Spelling; Guide Book 2 (Spelling; Word Pattern); Guide Book 3 (Skill Builder Worksheets); Student Materials (Readables; Read-Alongs)</p>	

C O R R E L A T I O N

Strand 1: Reading Process

Arizona Reading Standards	WATERFORD LEVEL 3 – Fluent Reading	
<i>Grade Two</i>	<i>Match</i>	<i>Key Activities</i>
PO 3. Segment spoken phonemes in two-syllable words, using manipulatives to mark each phoneme. (e.g., tiger makes /t/.../i/.../g/.../er/ while student moves one block for each phoneme).	★	Counting Phonemes; Spelling Exploration; Make and Spell; Spelling Instruction; Spelling Game; All-Star Spelling; Guide Book 2 (Spelling; Word Pattern); Student Materials (Readables; Read-Alongs)
<p>Concept 3: Phonics Decode words, using knowledge of phonics, syllabication, and word parts.</p>		
PO 1. Read multi-syllabic words fluently, using letter-sound knowledge.	★	Create a Face; Readables; Fluency Speed; Read-Alongs; Spelling Exploration; Make and Spell; Spelling Instruction; Spelling Game; All-Star Spelling; Play and Practice (Reader’s Corner); Guide Book 2 (Word Pattern; Reading); Guide Book 3 (Spelling Word Cards)
PO 2. Apply knowledge of basic syllabication rules when decoding two- or three-syllable written words (e.g., su/per, sup/per, fam/i/ly).	★	Create a Face; Readables; Fluency Speed; Read-Alongs; Spelling Exploration; Make and Spell; Spelling Instruction; Spelling Game; All-Star Spelling; Play and Practice (Reader’s Corner); Guide Book 2 (Word Pattern; Reading); Guide Book 3 (Spelling Word Cards)
PO 3. Recognize regular plurals (e.g., hat/hats, watch/watches) and irregular plurals (e.g., fly/flies, wife/wives) in context.	★	<p><i>Level Two:</i> Sing-a-Tip Song (More Than One); Review Unit 4 (Skill Builder-plurals); Guide Book 3 (Sound Sense; Word Recognition); Guide Book 4 (On My Own Worksheets)</p> <p><i>Level Three:</i> Strange Spelling song; Lesson #'s: 3, 10, 19, 29; Readable (Moose are Not Meese); Guide Book 2 (Lesson #'s: 3, 10, 19, 29; Skill Builder Activities); Guide Book 3 (Skill Builder Worksheets); Student Materials (Readables; Read-Alongs)</p>
PO 4. Use knowledge of spelling patterns such as diphthongs, and special vowel spellings when reading.	★	Lesson 10 (<i>ow</i> , i.e., <i>cow</i>); Lesson 11 (<i>ow,i.e.</i> , <i>cloud</i>); Lesson 12 (<i>oi</i> , i.e., <i>point</i>); Lesson 19 (<i>e</i> , i.e., <i>child</i>); Lesson 13 (<i>o</i> , i.e., <i>roll</i>); Lesson 21 (<i>i</i> , i.e. <i>new</i>); Lesson 22 (<i>o</i> , i.e., <i>glue</i>); Spelling Exploration; Make and Spell; Spelling Instruction; Spelling Game; All-Star Spelling; Guide Book 2 (Spelling; Word Pattern); Guide Book 3 (Skill Builder Worksheets); Student Materials (Readables; Read-Alongs)
PO 5. Read common abbreviations (e.g., Oct., Mr., Ave.) fluently.	★	Sing-a-Tip Song (Capital Letters – Titles)
PO 6. <i>Recognize high frequency words and irregular sight words.</i>	★	Create a Face; Spelling Exploration; Make and Spell; Spelling Instruction; Spelling Game; All Star Spelling; Readables; Fluency Speed; Read-Alongs; Readables; Student Materials (Readables; Read-Alongs)

C O R R E L A T I O N

Strand 1: Reading Process

Arizona Reading Standards	WATERFORD LEVEL 3 – Fluent Reading	
<i>Grade Two</i>	<i>Match</i>	<i>Key Activities</i>
PO 7. <i>Read common contractions fluently (e.g., haven't, it's, aren't).</i>	★	Sing-a-Tip Songs (Contraction Action 2); Read-Alongs; Readables; Guide Book 2 (Reading lessons); Guide Book 3 (Level Two Review Worksheets); Student Materials (Readables; Read-Alongs)
PO 8. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.	★	<p><i>R-controlled:</i> Sing-a-Tip Song (Bossy Mr. R); Lesson 6 (ar); Lesson 16 (or): Spelling Exploration; Make and Spell; Spelling Instruction; Spelling Game; All-Star Spelling; Readables; Read-Alongs; Readable Word Play; Guide Book 2 (Spelling; Word Pattern; Reading); Student Materials (Readables; Read-Alongs)</p> <p><i>Digraphs:</i> Sing-a-Tip Songs (P-H and G-H Say Fff); Power Words (why, where, what); Spelling Exploration; Make and Spell; Spelling Instruction; Spelling Game; All-Star Spelling; Readables; Read-Alongs; Guide Book 2 (Spelling; Word Pattern); Guide Book 3 (Skill Builder Worksheets); Student Materials (Readables; Read-Alongs)</p>
PO 9. <i>Use knowledge of word order (syntax) and context to confirm decoding.</i>	★	Readables; Read-Alongs (Get Ready; Think About It); Guide Book 2 (Reading lessons; Reading Comprehension lessons); Student Materials (Readables; Read-Alongs)
<p>Concept 4: Vocabulary Acquire and use new vocabulary in relevant contexts.</p>		
PO 1. Identify simple prefixes (e.g., un-, re-) to determine the meaning of words.	★	Put It At the Front song; Lesson #'s: 15, 22, 25, 30; Guide Book 2 (Lesson #'s: 15, 22, 25, 30; Skill Builder Activities); Guide Book 3 (Home Link Newsletter for Lessons 29-30; Skill Builder Worksheets); Student Materials (Readables; Read-Alongs; audio cassettes)
PO 2. Use knowledge of simple prefixes (e.g., un-, re-) to determine the meaning of words.	★	Put It At the Front song; Lesson #'s: 15, 22, 25, 30; Guide Book 2 (Lesson #'s: 15, 22, 25, 30; Skill Builder Activities); Guide Book 3 (Home Link Newsletter for Lessons 29-30; Skill Builder Worksheets); Student Materials (Readables; Read-Alongs; audio cassettes)
PO 3. Identify simple suffixes (e.g., -ful, -ly) to determine the meaning of words.	★	Lessons 6, 16, 19, 22: Skill Builder Song (Put it at the End); Skill Builder Instruction; Skill Builder Practice; Readables; Read-Alongs; Guide Book 2 (Skill Builder lessons; Skill Builder Activities); Guide Book 3 (Skill Builder Worksheets); Student Materials (Readables; Read-Alongs)
PO 4. Use knowledge of simple suffixes (e.g., -ful, -ly) to determine the meaning of words.	★	Lessons 6, 16, 19, 22: Skill Builder Song (Put it at the End); Skill Builder Instruction; Skill Builder Practice; Readables; Read-Alongs; Guide Book 2 (Skill Builder lessons; Skill Builder Activities); Guide Book 3 (Skill Builder Worksheets); Student Materials (Readables; Read-Alongs)





C O R R E L A T I O N

Strand 1: Reading Process

Arizona Reading Standards	WATERFORD LEVEL 3 – Fluent Reading	
<i>Grade Two</i>	<i>Match</i>	<i>Key Activities</i>
PO 5. Recognize words represented by common abbreviations (e.g., Mr. Ave., Oct.).	★	Sing-a-Tip Song (Capital Letters – Titles)
PO 6. <i>Identify the words that comprise contractions</i> (e.g., can’t = can not, it’s = it is, aren’t = are not).	★	Sing-a-Tip Songs (Contraction Action 2); Read-Alongs; Readables; Guide Book 2 (Reading lessons); Guide Book 3 (Level Two Review Worksheets); Student Materials (Readables; Read-Alongs)
PO 7. Determine the meaning of compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday).	★	<i>Level One:</i> Take Away Syllables (Compound Words) <i>Level Two:</i> Skill Builder Song (Compound Words); Guide Book 3 (Sound Sense; Word Recognition); Guide Book 4 (Blend & Digraph Cards; On My Own Worksheets) <i>Level Three:</i> Readables; Read-Alongs; (i.e., cookbook, hallway, pancakes, whiteboard, popcorn, etc.)
Concept 5: Fluency Read fluently		
PO 1. <i>Consistently read grade-level text with at least 90 percent accuracy.</i>	★	Daily Readables Menu; Fluency Speed; Fluency Comprehension; Readables; Read-Alongs; Guide Book 2 (Reading Lessons 1-30); Student Materials (Readables; Read-Alongs)
PO 2. Read aloud with fluency in a manner that sounds like natural speech, demonstrating automaticity.	★	Daily Readables Menu; Fluency Expression; Fluency Speed; Fluency Comprehension; Readables; Read-Alongs; Guide Book 2 (Reading Lessons 1-30); Student Materials (Readables; Read-Alongs)
PO 3. Use punctuation, including commas, periods, and question marks to guide reading for fluency.	★	Level Two Review (Skill Builder Songs: Sentences, Sentence Marks; Skill Builder Instruction; Skill Builder Gingerbread Game); Sing-a-Tip Songs (Apostrophe Pig; Capital Letters (Days; Places; Proper Nouns; Titles); Comma, Comma, Comma (In a Letter, In a Series); Contraction Action (2); Quotation Marks; Sentence Marks; What Is a Sentence?); Daily Readables Menu; Fluency Expression; Fluency Speed; Fluency Comprehension; Readables; Read-Alongs; Guide Book 2 (Reading lessons); Guide Book 3 (Skill Builder Worksheets); Student Materials (Readables; Read-Alongs)

C O R R E L A T I O N

Strand 1: Reading Process

Arizona Reading Standards	WATERFORD LEVEL 3 – Fluent Reading	
<i>Grade Two</i>	<i>Match</i>	<i>Key Activities</i>
Concept 6: Comprehension Strategies Employ strategies to comprehend text.		
PO 1. <i>Predict what might happen next in a reading selection.</i>		Read-Alongs: Lessons 1-6; (Get Ready: Peek at the Story; Think About It: Check My Guess); Lessons 25-30: Get Ready-Peek at the Story); Guide Book 2 (all Reading lessons); Student Materials (Readables; Read-Alongs)
PO 2. Compare a prediction about an action or event to what actually occurred within a text.		Read-Alongs: Lessons 1-6; (Get Ready: Peek at the Story; Think About It: Check My Guess); Lessons 25-30: Get Ready-Peek at the Story); Guide Book 2 (all Reading lessons); Student Materials (Readables; Read-Alongs)
PO 3. Ask relevant questions in order to comprehend text.		Read-Alongs Lessons 7-12 (Think About It: Sum Up – Remember Order); Lessons 25-30 (Think About It: Map the Story); Guide Book 2 (all Reading lessons); Student Materials (Readables; Read-Alongs)
PO 4. <i>Relate information and events in a reading selection to life experiences and life experiences to the text.</i>		Read-Alongs (Get Ready; Think About It); Guide Book 2 (all Reading lessons); Student Materials (Readables; Read-Alongs)

C O R R E L A T I O N

Strand 2: Comprehending Literary Texts

Arizona Reading Standards		WATERFORD LEVEL 3 – Fluent Reading	
Grade Two		Match	Key Activities
Concept 1: Elements of Literature Identify, analyze, and apply knowledge of the structures and elements of literature.			
PO 1. Describe literary elements of text including characters, plot (specific events, problem and solution), and setting.	★	Read-Alongs (Get Ready; Think About It); Guide Book 2 (all Reading lessons); Student Materials (Readables; Read-Alongs)	
PO 2. Describe characters (e.g., traits, roles, similarities) within a literary selection.	★	Read-Alongs (Lessons 13-18: Think About It-Compare Characters); Readables; Guide Book 2 (Reading Lessons; Reading Comprehension lessons); Student Materials (Readables; Read-Alongs)	
PO 3. Sequence a series of events in a literary selection.	★	Read-Alongs (Lessons 7-12: Think About It-Sum Up-Remember Order; Lessons 25-30: Think About It-Map the Story); Readables; Fluency Comprehension; Guide Book 2 (Reading Lessons; Reading Comprehension lessons); Student Materials (Readables; Read-Alongs; audio cassettes)	
PO 4. Identify cause and effect of specific events in a literary selection.	★	Read-Alongs (Get Ready; Think About It); Guide Book 2 (all Reading lessons); Student Materials (Readables; Read-Alongs)	
PO 5. Identify words that the author selects in a literary selection to create a graphic visual experience.	★	Level Two Readables; Readables; Read-Alongs; Play and Practice (Reader’s Corner); Guide Book 2 (Readable Reading lessons 1-30; Read-Along Reading Comprehension lessons 1-30); Student Materials (Readables; Read-Alongs)	
PO 6. Identify words that the author selects to create a rich auditory experience (e.g., alliteration, onomatopoeia, assonance, consonance) in a literary selection.	★	Level Two Readables; Readables; Read-Alongs; Play and Practice (Reader’s Corner); Guide Book 2 (Readable Reading lessons 1-30; Read-Along Reading Comprehension lessons 1-30); Student Materials (Readables; Read-Alongs)	
PO 7. Identify differences between fiction and nonfiction.	★	Read-Along Books; Readables; Guide Book 2 (Writing Extension activities); Guide Book 3 (Writing Process Evaluation; Home Link Newsletters Writing Activities); Student Materials (Readables; Read-Alongs; audio cassettes)	
Concept 2: Historical and Cultural Aspects of Literature Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.			
PO 1. <i>Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences.</i>	★	Read-Alongs (Lessons 13-18: Think About It-Compare Characters); Readables; Guide Book 2 (Reading Lessons; Reading Comprehension lessons); Student Materials (Readables; Read-Alongs)	

C O R R E L A T I O N

Strand 3: Comprehending Informational Texts

Arizona Reading Standards	WATERFORD LEVEL 3 – Fluent Reading	
<i>Grade Two</i>	<i>Match</i>	<i>Key Activities</i>
<p>Concept 1: Expository Text Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</p>		
PO 1. Identify the main idea in expository text.	★	Read-Alongs (Get Ready; Think About It); Guide Book 2 (all Reading lessons; Writing Extension lessons); Student Materials (Readables; Read-Alongs)
PO 2. Locate facts in response to questions about expository text.	★	Read-Alongs (Get Ready; Think About It); Guide Book 2 (all Reading lessons; Writing Extension lessons); Student Materials (Readables; Read-Alongs)
PO 3. Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, glossary, indices) in expository text. <u>(Connected to Research Strand in Writing)</u>	★	Read-Alongs; Readables; Guide Book 2 (Reading lessons; Reading Comprehension lessons); Writing: Prewriting; Writer’s Corner; Guide Book 2 (Writing Activities pg. 86-91: Prewriting - Mapping, Word Bank, Venn Diagram)
PO 4. Identify a variety of sources (e.g., trade books, encyclopedias, magazines, electronic sources, textbooks) that may be used to answer specific questions and/or gather information. <u>(Connected to Research Strand in Writing)</u>	★	Read-Alongs; Readables; Guide Book 2 (Reading lessons; Reading Comprehension lessons; Spelling Activities; Comprehension Activities- Build Vocabulary; Science Ideas suggestions for Lessons 7, 8, 10, 11); Writer’s Corner; Guide Book 2 (Writing Activities); Guide Book 3 (Skill Builder Activities – Find that Word); Home Link Newsletter-WOW books; Home Link Newsletter for Lesson 6; 9-11; 17); Student Materials (Readables; Read-Alongs)
PO 5. Locate specific information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of expository text. <u>(Connected to Research Strand in Writing)</u>	★	Writer’s Corner; How to Write Poster; How to Read a Story Poster; Guide Book 2 (Writing Activities); Guide Book 3 (Reading & Writing Checklist; Spelling Word Cards; Letter and Pattern Cards)

C O R R E L A T I O N

Strand 3: Comprehending Informational Texts

Arizona Reading Standards	WATERFORD LEVEL 3 – Fluent Reading	
<i>Grade Two</i>	<i>Match</i>	<i>Key Activities</i>
<p>Concept 2: Functional Text Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.</p>		
<p>PO 1. Follow a set of written multi-step directions.</p>	<p>★</p>	<p>Read-Along Book 21 (The Pizza Book); Read-Along Book 22 (The Piñata Book); Readable Book 22 (Sue’s Slime); Guide Book 2 (Read-Along 21 Science Idea; Read-Along 22 Art Idea)</p>
<p>PO 2. Determine whether a specific task is completed, by checking to make sure all the steps were followed in the right order.</p>	<p>★</p>	<p>Read-Along Book 21 (The Pizza Book); Read-Along Book 22 (The Piñata Book); Readable Book 22 (Sue’s Slime); Guide Book 2 (Read-Along 21 Science Idea; Read-Along 22 Art Idea)</p>
<p>PO 3. State the meaning of specific signs, graphics, and symbols (e.g., computer icons, map features, simple charts and graphs).</p>	<p>★</p>	<p>Play and Practice (Writer’s Corner: Word Processor – <i>Clip Art</i> includes a variety of signs and graphics) Students learn the meaning of many computer icons like print, return to the menu, help, and repeat.</p>
<p>Concept 3: Not applicable to Second Grade</p>		

C O R R E L A T I O N

Strand 1: Writing Process

Arizona Reading Standards		WATERFORD LEVEL 3 – Fluent Reading	
Grade Two	Match	Key Activities	
Concept 1: Prewriting Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.			
PO 1. Generate ideas through prewriting activities (e.g., brainstorming, webbing , drawing, writer’s notebook, group discussion).	★	Writing: Prewriting; Writer’s Corner (Word Processor); Guide Book 2 (Writing Extensions activities); Guide Book 3 (Writing Process Evaluation; Home Link Newsletters-Writing Activities)	
PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate) of a writing piece.	★	Writing: First Draft; Writer’s Corner (Word Processor); Guide Book 2 (Writing Process: First Draft pg. 87)	
PO 3. Determine the intended audience of a writing piece.	★		
PO 4. Maintain a record (e.g., lists, pictures, journals, folders, notebooks) of writing ideas.	★	Writing: First Draft; Writer’s Corner (Word Processor- students can access a filing system within Writer’s Corner where individual writing files are stored); Guide Book 2 (Writing Process: Prewriting (Mapping, Word Bank, Venn Diagrams pg. 86-87); First Draft pg. 87)	
Concept 2: Drafting Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.			
PO 1. Write a draft with supporting details.	★	Writing: First Draft; Revision: <i>adding details lessons</i> ; Writer’s Corner (Word Processor); Guide Book 2 (Writing Process: First Draft pg. 87)	
PO 2. Organize details into a logical sequence.	★		
Concept 3: Revising Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)			
PO 1. Reread original draft for clarity.	★	Writing: Revision: <i>sticking to the topic lessons</i> , Writer’s Corner (Word Processor); Guide Book 2 (Writing Process: Revision pg. 88)	
PO 2. Add additional relevant details for audience understanding.	★	Writing: Revision: <i>Adding interesting words lessons</i> ; <i>Adding details lessons</i> ; Writer’s Corner (Word Processor); Guide Book 2 (Writing Process: Revision pg. 88)	
PO 3. Evaluate the draft for use of one or more writing elements, with the assistance of teacher, peer, checklist, or rubric . (See Strand 2)	★	Guide Book 2 (Revision pg. 88 - suggested revisions are listed for students to check within their writing); Guide Book 3 (Reading and Writing Checklists)	

C O R R E L A T I O N

Strand 1: Writing Process

Arizona Reading Standards	WATERFORD LEVEL 3 – Fluent Reading	
<i>Grade Two</i>	<i>Match</i>	<i>Key Activities</i>
<p>Concept 4: Editing Editing includes proofreading and correcting the draft for conventions.</p>		
<p>PO 1. Review the draft for errors in conventions. (See Strand 2)</p>	★	<p>Writing: Revision: <i>Adding details lessons; Adding interesting words; Sticking to the topic lessons</i>; Writer’s Corner (Word Processor); Guide Book 2 (Writing Process: Revision pg. 88-89); Guide Book 3 (Reading and Writing Checklists)</p>
<p>PO 2. Use simple resources (e.g., word walls, primary dictionaries) to correct conventions.</p>	★	<p>Writing: Revision; Writer’s Corner (Word Processor); Guide Book 2 (Spelling Activities: Word Pattern Tree, Vocabulary (dictionary skills), Skill Builder Activities: Dead Words bulletin board; Guide Book 3 (Reading and Writing Checklists; Home Link Newsletters: Vocabulary <i>WOW Books</i>)</p>
<p>Concept 5: Publishing Publishing includes formatting and presenting a final product for the intended audience.</p>		
<p>PO 1. <i>Rewrite and illustrate selected pieces of writing for sharing with intended audience.</i></p>	★	<p>Writing (Revision; Editing); Writer’s Corner (Word Processor); Guide Book 2 (Writing Extension lessons; Writing Activities: Publishing pg. 90-91)</p>
<p>PO 2. <i>Write legibly.</i></p>	★	<p>All offline lessons: (for example Writer’s Corner; Guide Book 2: Writing Extensions activity; Guide Book 3 (Writing Process Evaluation; Writing Connection; Writing Extension; Skill Builder Worksheets; Home Link Newsletters: Writing Activities)</p>

C O R R E L A T I O N

Strand 2: Writing Components

Arizona Reading Standards		WATERFORD LEVEL 3 – Fluent Reading	
Grade Two	Match	Key Activities	
Concept 1: Ideas and Content Writing is clear and focused, holding the reader’s attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.			
PO 1. Write <i>stand-alone text</i> that expresses a clear message.	★	Writing (Prewriting; First Draft; Revision; Editing); Writer’s Corner (Word Processor); Guide Book 2 (Writing Extension lessons; Writing Activities: Prewriting pg. 86-87; First Draft 87-88; Revision pg. 88; Editing pg. 88); Guide Book 3 (Home Link Newsletters: Writing Activities)	
PO 2. Incorporate relevant details that give the text interest.	★		
Concept 2: Organization Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.			
PO 1. Organize content in a selected format (e.g., friendly letter, narrative , expository text). (See Strand 3)	★	Writing (Prewriting; First Draft; Revision; Editing); Writer’s Corner (Word Processor – students can create a variety of text styles i.e., letters, illustrated books, expository text, etc.); Guide Book 2 (Writing Extension lessons: Read-Along Book 13 <i>friendly letters</i> ; Read-Along Book 21 <i>recipes</i> ; Writing Activities pg. 86-93); Guide Book 3 (Home Link Newsletters-Writing Activities)	
PO 2. Use beginning and concluding statements (other than simply “The End”) in text.	★		
PO 3. Use signal words (e.g., first, second, third; 1, 2, 3) to indicate the order of events or ideas.	★		
PO 4. Use transitional words and phrases (e.g., next, then, so, but, while, after that, because) to connect ideas.	★		
PO 5. Write multiple sentences that support a topic.	★		
Concept 3: Voice Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.			
PO 1. Show awareness of the audience through word choice and style.	★	Writing (Prewriting; First Draft; Revision; Editing); Writer’s Corner (Word Processor – students can create a variety of text styles i.e., letters, illustrated books, expository text, etc.); Guide Book 2 (Writing Extension lessons: Read-Along Book 20 <i>class play</i> ; Read-Along Book 15 <i>poetry</i> ; Writing Activities pg. 86-93); Guide Book 3 (Home Link Newsletters-Writing Activities)	
PO 2. Write text that is expressive, individualistic, engaging, and lively.	★		

C O R R E L A T I O N

Strand 2: Writing Components

Arizona Reading Standards		WATERFORD LEVEL 3 – Fluent Reading	
<i>Grade Two</i>	<i>Match</i>	<i>Key Activities</i>	
Concept 4: Word Choice Word choice reflects the writer’s use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.			
PO 1. Select words that convey the intended meaning and create a picture in the reader’s mind.	★	Writing: Revision: <i>Adding interesting words</i> ; Writer’s Corner (Word Processor); Guide Book 2 (Writing Process: Revision pg. 88-89); Guide Book 3 (Reading and Writing Checklists)	
PO 2. Use a variety of words, even if not spelled correctly, to convey the intended message.	★		
PO 3. Use expressive or descriptive phrases and short sentences, beyond one- or two-word labels.	★		
Concept 5: Sentence Fluency Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.			
PO 1. Write simple sentences.	★	Guide Book 2 (Revision pg. 88); Guide Book 3 (Reading and Writing Checklists)	
PO 2. Write sentences that flow together and sound natural when read aloud.	★		
PO 3. Use a variety of sentence beginnings and lengths.	★		

C O R R E L A T I O N

Strand 2: Writing Components

Arizona Reading Standards	WATERFORD LEVEL 3 – Fluent Reading	
Grade Two	Match	Key Activities
<p>Concept 6: Conventions Conventions address the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</p>		
<p>PO 1. Use capital letters for: a. the pronoun <i>I</i> b. the beginning of a sentence c. proper nouns (i.e., names, days, months)</p>	★	Writing (Prewriting; First Draft; Revision; Editing); Writer’s Corner (Word Processor); Guide Book 2 (Writing Connections lessons); Guide Book 3 (Home Link Newsletters-Writing Activities; Skill Builder Worksheets; Home Link Newsletters: Writing Activities)
<p>PO 2. Punctuate endings of sentences using: a. periods b. question marks c. exclamation points</p>	★	Sing-a-Tip Songs (Sentence Marks; What is a Sentence?); Writing; Editing; Guide Book 2 (Writing Connection; Writing Extension; Writing Activities); Guide Book 3 (Skill Builder Worksheets)
<p>PO 3. Use commas to punctuate: a. items in a series b. greetings and closings of letters c. dates</p>	★	Sing-a-Tip Songs (Apostrophe Pig; Comma, Comma, Comma (In a Letter); Comma, Comma, Comma (In a Series); Quotation Marks; Sentence Marks; What is a Sentence?); Writing; Editing; Guide Book 2 (Writing Connection; Writing Extension; Writing Activities); Guide Book 3 (Skill Builder Worksheets)
<p>PO 4. Use a colon to punctuate time.</p>		
<p>PO 5. Use apostrophes to correctly punctuate contractions.</p>	★	Sing-a-Tip Song (Contraction Action 1; Contraction Action 2); Readables; Read-Alongs; Spelling Exploration; Make and Spell; Spelling Instruction; Spelling Game; All-Star Spelling; Guide Book 2 (Writing Connection; Spelling; Spelling Activities); Guide Book 3 (Level 2 Review Worksheets-Contractions; Spelling Word Cards; Skill Builder Worksheets)
<p>PO 6. Spell high frequency words correctly.</p>	★	Spelling Exploration; Make and Spell; Spelling Instruction; Spelling Game; All-Star Spelling; Writing; Editing; Writer’s Corner
<p>PO 7. Use common spelling patterns, including: a. word families b. simple CVC words c. regular plurals d. simple prefixes e. simple suffixes</p>	★	
<p>PO 8. Use phonetic spelling and syllabication to create readable text.</p>	★	Writing (Prewriting; First Draft; Revision; Editing); Writer’s Corner (Word Processor); Guide Book 2 (Writing Connections lessons); Guide Book 3 (Home Link Newsletters-Writing Activities; Skill Builder Worksheets; Home Link Newsletters: Writing Activities)

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Strand 2: Writing Components

Arizona Reading Standards	WATERFORD LEVEL 3 – Fluent Reading	
<i>Grade Two</i>	<i>Match</i>	<i>Key Activities</i>
<i>PO 9. Use resources (e.g., environmental print, word walls, dictionaries) to spell correctly.</i>	★	Writing: Revision; Writer’s Corner (Word Processor); Guide Book 2 (Spelling Activities: Word Pattern Tree, Vocabulary (dictionary skills), Skill Builder Activities: Dead Words bulletin board)
<i>PO 10. Use the following parts of speech correctly in simple sentences:</i> <i>a. nouns</i> <i>b. action verbs</i> <i>c. personal pronouns</i> <i>d. adjectives</i>	★	
<i>PO 11. Use subject/verb agreement in simple sentences.</i>	★	
<i>PO 12. Write own name on personal work.</i>	★	All offline lessons: (for example Guide Book 2: Writing Extensions activity; Guide Book 3: Writing Connection; Writing Extensions; Skill Builder Worksheets; Home Link Newsletters: Writing Activities)

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Strand 3: Writing Applications

Arizona Reading Standards	WATERFORD LEVEL 3 – Fluent Reading	
Grade Two	Match	Key Activities
<p>Concept 1: Expressive Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.</p>		
<p>PO 1. Write a <i>narrative</i> that includes: a. a main idea based on real or imagined events b. character(s) c. a sequence of events</p>	★	Writing (Prewrite; First Draft; Revise; Edit); Writer’s Corner (Word Processor)
<p>PO 2. Write simple poetry, rhymes, or chants.</p>	★	Guide Book 2 (Read-Along Book 8: Writing Extension – poetry; Read-Along Book 4: Writing Extension - rhyming books; Read-Along Book 15: Writing Extension – poetry)
<p>Concept 2: Expository Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.</p>		
<p>PO 1. Write expository texts (e.g., labels, lists, observations, journals).</p>	★	Writer’s Corner; Guide Book 2 (Writing Extensions activities); Guide Book 3 (Writing Process Evaluation; Home Link Newsletters Lessons 18-19-Writing Activities: list of friends)
<p>PO 2. Participate in creating simple summaries from informational texts, graphs, tables, or maps. (See M02-S2C1; R02-S3C1-04, R02-S3C1-05)</p>	★	Read-Along Lessons 7-12 (Think About It- Sum Up-Remember Order)
<p>Concept 3: Functional Functional writing includes letters, memos, schedules, directories, signs, manuals, forms, and recipes. This writing provides specific directions or information related to real-world tasks.</p>		
<p>PO 1. Write a variety of functional text (e.g., classroom rules, letters, experiments, recipes, notes/messages, labels, directions, posters, graphs/tables). (See R02-S3C2; M02-S2C1)</p>	★	Guide Book 2 (Read-Along Book 21: Writing Extension – Recipes; Read-Along 14: Writing Extension – notes; Read-Along Book 13: Writing Extension – letters); Guide Book 3 (Home Link Newsletter Lessons 7-8: Writing Activities – chore chart; Home Link Newsletter Lessons 13-14: Writing Activities – message board; Home Link Newsletter Lesson 20: Writing Activities – post cards)
<p>PO 2. Write communications, including: a. friendly letters b. thank-you notes</p>	★	Guide Book 2 (Read-Along Book 13: Writing Extension – friendly letters); Guide Book 3 (Home Link Newsletter Lesson 17: Writing Activities – letter to a friend)


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Strand 3: Writing Applications

Arizona Reading Standards	WATERFORD LEVEL 3 – Fluent Reading	
<i>Grade Two</i>	<i>Match</i>	<i>Key Activities</i>
<p>Concept 4: Persuasive Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.</p>		
<i>(Grades 3-HS)</i> Not applicable to Grade Two.	NA	
<p>Concept 5: Literary Response Literary response is the writer’s reaction to a literary selection. The response includes the writer’s interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.</p>		
<p><i>PO 1. Write a response to a literature selection identifies the:</i> a. <i>character(s)</i> b. setting c. <i>sequence of events</i> d. main idea e. <i>problem/solution</i> <i>(See R02-S2C1)</i></p>	✦	Writing (Prewrite; First Draft; Revise; Edit); Writer’s Corner (Word Processor); Guide Book 2 (Writing Extensions activities); Guide Book 3 (Home Link Newsletters-Writing Activities)
<p><i>PO 2. Write a response to a literature selection that connects:</i> a. <i>text to self (personal connection)</i> b. <i>text to world (social connection)</i> c. <i>text to text (compare within multiple texts)</i> <i>(See R02-S2C1)</i></p>	✦	a. <i>text to self:</i> Guide Book 2 (Read-Along Book 3: Writing Extension activity– write about a time when they got hurt); Guide Book 3 (Home Link Newsletter Lesson 4-5-Writing Activities – Daydream Book) b. <i>text to world:</i> Guide Book 2 (Read-Along Book 9: Writing Extension activity – write about different types of families and their own family); Guide Book 3 (Home Link Newsletter Lesson 6 -Writing Activities –write about a field trip to a local aquarium) c. <i>text to text:</i> Guide Book 2 (Read-Along Book 22: Writing Extension activity – write about their favorite holidays and traditions based on the story <i>The Piñata Book</i>)

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Strand 3: Writing Applications

Arizona Reading Standards	WATERFORD LEVEL 3 – Fluent Reading	
<i>Grade Two</i>	<i>Match</i>	<i>Key Activities</i>
<p>Concept 6: Research Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.</p>		
<p>PO 1. Locate and use informational sources to write a simple report that includes:</p> <ul style="list-style-type: none"> a. a title b. a main idea c. supporting details <p><i>(See R02-S3C1-03, -04, -05)</i></p>		<p>Writing (Prewrite; First Draft; Revise; Edit); Writer’s Corner (Word Processor); Guide Book 2 (Writing Extensions activities)</p>