

# SKILLS TAUGHT

## Waterford Early Learning Reading Curriculum

Students begin with an assessment and are placed in the sequence based on their strengths and needs.

STRANDS	PRE-READING	BASIC READING	FLUENT READING
<b>PHONICS</b> Systematically presents letter-sound relationships and decoding skills.	<ul style="list-style-type: none"> <li>• Spell name</li> <li>• Identify capital and lowercase letters</li> <li>• Letter sounds</li> <li>• Short vowels</li> <li>• Long- and short-vowel sounds</li> <li>• Word patterns (short <i>a, o, i</i>)</li> <li>• Power words</li> <li>• Decode simple CVC Words</li> <li>• Digraphs</li> <li>• Orthographic mapping</li> </ul>	<ul style="list-style-type: none"> <li>• Letter sounds</li> <li>• Vowel sounds: Short, long (silent <i>e</i>, vowel teams), <i>r</i>-controlled, variant vowels</li> <li>• Consonant blends and digraphs</li> <li>• Word patterns</li> <li>• Multisyllabic words</li> <li>• Letter substitution and deletion</li> <li>• Spelling</li> <li>• Power words</li> <li>• Leveled books</li> <li>• Six syllable types</li> <li>• Orthographic mapping</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling</li> <li>• Power words</li> <li>• Word patterns</li> <li>• Automatic word recognition</li> <li>• Leveled books</li> <li>• Six syllable types</li> <li>• Multisyllabic words</li> <li>• Orthographic mapping</li> </ul>
<b>PHONOLOGICAL AWARENESS</b> Develops awareness of the sounds of language including syllables, rhyming, and the individual sounds in words.	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Rhyming</li> <li>• Count syllables</li> <li>• Identify initial, medial, and final sound</li> <li>• Phonemes: Blending, segmentation, substitution, addition, deletion, isolation</li> <li>• Onset and rime</li> </ul>	<ul style="list-style-type: none"> <li>• Phonemes: Blending, segmentation, substitution, addition, deletion, isolation</li> <li>• Identify initial, medial, and final sound</li> </ul>	<ul style="list-style-type: none"> <li>• Phonemes: Substitution, deletion, addition</li> </ul>
<b>FLUENCY</b> Develops the ability to read text accurately, automatically, and with expression and correct phrasing.	<ul style="list-style-type: none"> <li>• Fluent reading modeled in narrative texts</li> </ul>	<ul style="list-style-type: none"> <li>• Reading rate and expression</li> </ul>	<ul style="list-style-type: none"> <li>• Reading accuracy, rate, and expression</li> </ul>
<b>COMPREHENSION AND VOCABULARY</b> Develops vocabulary and critical thinking skills through rich reading experiences.	<ul style="list-style-type: none"> <li>• Comprehension strategies: Questioning, predicting, sequencing, background knowledge</li> <li>• Skills experienced with nursery rhymes, alliterative books, Read with Me books, and Read-Along books</li> <li>• Vocabulary: Explicit instruction-targeted vocabulary words, word categories</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension strategies: Background knowledge, questioning, inferences, predicting, sequencing, visualizing, clarifying, analyzing</li> <li>• Skills applied with Traditional Tales and informational books</li> <li>• Vocabulary: Explicit instruction-targeted vocabulary words, context clues, word structure</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension strategies: Background knowledge, questioning, inferences, predicting, sequencing, visualizing, clarifying, analyzing</li> <li>• Skills applied with Read-Along books and Informational books</li> <li>• Vocabulary: Explicit instruction-targeted vocabulary Words, context clues</li> </ul>

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## Waterford Early Learning Reading Curriculum

STRANDS	PRE-READING	BASIC READING	FLUENT READING
<b>LANGUAGE CONCEPTS</b> Builds knowledge of written language from print concepts to basic grammar and the writing process.	<ul style="list-style-type: none"> <li>• Print concepts</li> <li>• Print directionality</li> <li>• Connect speech to print</li> <li>• Connect text to illustrations</li> <li>• Form letters</li> <li>• Sentence structure</li> <li>• End punctuation</li> <li>• Spell name</li> <li>• Parts of speech: Nouns, plurals, verbs, prepositions</li> <li>• Writing process: Draw, dictate, write</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence structure</li> <li>• Parts of speech: Nouns, plural, proper, possessive nouns, pronouns, prepositions, verbs, past tense verbs, synonyms, prefixes, suffixes, adjectives, contractions</li> <li>• Spelling patterns</li> <li>• Writing process: Edit, capitalization, punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Parts of speech: Irregular plurals, adjectives, adverbs, comparatives, Past tense verbs, irregular verbs, non-action verbs, prefixes, suffixes, synonyms, antonyms, homophones</li> <li>• Alphabetical order</li> <li>• Spelling patterns</li> <li>• Writing process: Prewrite, draft, revise, edit</li> </ul>
<b>COMMUNICATION</b> Teaches listening, speaking, and writing skills.	Communication skills, such as listening, are naturally practiced in many of the digital activities. Specific communication skills are intentionally incorporated into many of the resources found in <a href="#">Waterford Reading Academy</a> .		
<b>SOCIAL-EMOTIONAL LEARNING</b> Positive behaviors that are essential for learning and development are modeled throughout the program.	Social-emotional learning skills are modeled in video activities and books.		

# SCOPE & SEQUENCE

## Waterford Early Learning Reading Curriculum Index Map

This visual representation provides an overview of skills students encounter as they move through Waterford.

AREA	SKILL	ENCOUNTERED DURING LEVEL(S)	APPROXIMATE LOCATION								
			PR-1	PR-2	PR-3	BR-1	BR-2	BR-3	FR-1	FR-2	FR-3
<b>PHONICS</b>											
Letters and Letter Sounds	Letter Recognition	PR 1-PR 2	■	■							
	Letter Sounds Introduction and Practice	PR 1-PR 2	■	■							
	Letter Sounds Mastery	PR 3-BR 1			■	■					
Power Words	Power Words Recognition (Level 1 words)	PR 3			■						
	Power Words Read and Spell (Levels 1 and 2 words)	BR 1-BR 3				■	■	■			
	Power Words Read and Spell (Level 3 words)	FR 1-FR 3							■	■	■
Decoding	Decode Three-Letter Words	PR 3-BR 1			■	■					
	Word Patterns (/ă/, /î/, /ö/)	PR 3			■						
	Decodable Books (/ă/, /î/, /ö/)	PR 3			■						
	Word Patterns (short vowels, digraphs, blends)	BR 1-BR 2				■	■				
	Readable Books (short vowels, digraphs, blends)	BR 1-BR 2				■	■				
	Letter Substitution and Deletion	BR 2					■				
	Word Patterns (silent e and vowel teams)	BR 3						■			
	Readable Books (silent e and vowel teams)	BR 3						■			
	Multisyllabic Words	BR 3-FR 3						■	■	■	■
	Readable Books (r-controlled vowels, variant vowel teams)	BR 3-FR 1						■	■		
	Word Patterns (r-controlled vowels, variant vowel teams)	BR 3-FR 1						■	■		
	Word Patterns (advanced vowel patterns)	FR 2								■	
	Word Patterns (review and automaticity)	FR 3									■
	Readable Books	FR 1-FR 3								■	■
	Orthographic Mapping	PR 3-BR 3, FR3			■	■	■	■			■
	Six Syllable Types	BR 1-FR3				■	■	■	■	■	■
Word Mapping	Word Recognition Automaticity	PR 3-FR 3			■	■	■	■	■	■	■
	Spelling	PR 3-FR 3			■	■	■	■	■	■	■

PR = Pre Reading

BR = Basic Reading

FR = Fluent Reading

# SCOPE & SEQUENCE

## Waterford Early Learning Reading Curriculum Index Map

AREA	SKILL	ENCOUNTERED DURING LEVEL(S)	APPROXIMATE LOCATION								
			PR-1	PR-2	PR-3	BR-1	BR-2	BR-3	FR-1	FR-2	FR-3
<b>PHONOLOGICAL AWARENESS</b>											
Listening Activities	Listening Skills	PR 1									
Sentences	Sentence Segmentation	PR 1									
Rhyme	Rhyming Skills	PR 1-BR 1									
Syllables	Syllabication	PR 1-PR 3									
Onset and Rime	Blend Onset and Rime	PR 2, BR 1									
	Onset and Rime Segmentation	PR 3									
Phonemes	Blend Phonemes	PR 1-BR 1									
	Initial and Final Sound Identification	PR 1-BR 1									
	Phoneme Isolation	PR 3-BR 1									
	Phoneme Segmentation	PR 2-BR 2									
	Phoneme Substitution	PR 3-FR 3									
	Phoneme Deletion and Addition	PR 3, BR 2, FR 1									
<b>FLUENCY</b>											
Expression	Read with Expression Practice	BR 3-FR 3									
Reading Rate	Fluency Practice	BR 3-FR 3									
Comprehension	Fluency and Comprehension	FR 1-FR 3									
<b>COMPREHENSION AND VOCABULARY</b>											
Comprehension	Sing a Rhyme Books	PR 1									
	Sing Around the World Songs	PR 2									
	Read-Along Books and Traditional Tales	PR 3-FR 3									
	Comprehension Strategies (predict, sequence, question, connect to text, text evidence, compare characters, etc.)	PR 1-FR 3									
	Informational Texts	PR 3-FR 3									
Vocabulary	Word Categories	PR 1-PR 3									
	Use Context Clues	BR 1-FR 3									
	Explicit Vocabulary Instruction	PR 1-PR 3, FR 1-FR 3									

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AREA	SKILL	ENCOUNTERED DURING LEVEL(S)	APPROXIMATE LOCATION								
			PR-1	PR-2	PR-3	BR-1	BR-2	BR-3	FR-1	FR-2	FR-3
<b>LANGUAGE CONCEPTS</b>											
Print Conventions	Spell Name	PR 1-PR 3									
	Print Conventions	PR 1									
Language Conventions	Sentences	PR 3-BR 1									
	Capitalization	PR 3-FR 2									
	Punctuation	PR 3-FR 3									
Word Study	Nouns, Verbs, Prepositions Introduction	PR 3									
	Nouns—Plural, Possessive, Proper	BR 1-BR 3									
	Pronouns	BR 2-BR 3									
	Verbs—Past tense, Irregular	BR 1-FR 3									
	Contractions	BR 3									
	Adjectives	BR 3-FR 3									
	Adverbs	FR 1-FR 3									
	Prefixes and Suffixes	BR 1-FR 3									
	Synonyms, Antonyms, Homophones	BR 1-FR 3									
	Alphabetical Order	FR 1-FR 3									
Writing	Letter Formations	PR 1-BR 1									
	Prewriting	FR 1-FR 3									
	Drafting	FR 1-FR 3									
	Revising	FR 1-FR 3									
	Editing	BR 2-FR 3									
<b>COMMUNICATION</b>											
Communication	Listening, Speaking, and Writing	PR 1-FR 3									

PR = Pre Reading

BR = Basic Reading

FR = Fluent Reading

# SCOPE & SEQUENCE

## Waterford Early Learning Pre-Reading Curriculum

STRAND	PRE-READING SEGMENT 1	PRE-READING SEGMENT 2	PRE-READING SEGMENT 3
PHONOLOGICAL AWARENESS	<ul style="list-style-type: none"> <li>Listening skills</li> <li>Identify rhyming words</li> <li>Count syllables</li> <li>Sentence segmentation</li> <li>Match initial sounds</li> <li>Blend phonemes</li> </ul>	<ul style="list-style-type: none"> <li>Identify rhyming words</li> <li>Count syllables</li> <li>Blend syllables</li> <li>Blend onset and rime</li> <li>Blend phonemes</li> <li>Phoneme segmentation</li> <li>Identify initial sounds</li> </ul>	<ul style="list-style-type: none"> <li>Identify non-rhyming words</li> <li>Blend phonemes</li> <li>Phoneme segmentation</li> <li>Identify initial and final sounds</li> <li>Syllable deletion</li> <li>Onset and rime segmentation</li> <li>Phoneme isolation</li> <li>Introduce phoneme substitution</li> <li>Introduce phoneme deletion and addition</li> </ul>
PHONICS	<ul style="list-style-type: none"> <li>Identify capital letters</li> <li>Letter sounds</li> </ul>	<ul style="list-style-type: none"> <li>Identify lowercase letters</li> <li>Capital and lowercase letters</li> <li>Automatic letter recognition</li> <li>Letter sounds</li> <li>Short vowel sounds</li> </ul>	<ul style="list-style-type: none"> <li>Letter sounds</li> <li>Blend onset and rime</li> <li>Decode simple three-letter words</li> <li>Blend and read short vowel word patterns (ă, ă, ĩ)</li> <li>Power Words</li> <li>Short and long vowel sounds</li> <li>Letter substitution</li> <li>Decodable books that focus on word patterns and Power Words</li> <li>Introduction to digraphs</li> <li>Orthographic mapping of CVC words (ă, ă, ĩ)</li> </ul>
FLUENCY	Fluent reading modeled in narrative texts		
COMPREHENSION AND VOCABULARY	<ul style="list-style-type: none"> <li>Comprehension and vocabulary activities—Sing a Rhyme books</li> <li>Beginning comprehension skills</li> <li>Predicting</li> <li>Sequencing</li> <li>Text types: Fiction, nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension and vocabulary activities—Read with Me books</li> <li>Sing Around the World songs</li> <li>Sorting—word categories</li> <li>Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Read-Along books</li> <li>Comprehension strategies</li> <li>Vocabulary</li> </ul>
LANGUAGE CONCEPTS	<ul style="list-style-type: none"> <li>Print concepts/Print conventions</li> <li>Print directionality</li> <li>Connect text and illustrations</li> <li>Match speech to print</li> <li>Recognize environmental print</li> <li>Form letters</li> <li>Compare/Contrast letter shapes</li> <li>Spell name</li> </ul>	<ul style="list-style-type: none"> <li>Match speech to print</li> <li>Spell name</li> <li>Form letters</li> <li>Plurals</li> </ul>	<ul style="list-style-type: none"> <li>Spell name</li> <li>Sentences</li> <li>End punctuation</li> <li>Nouns</li> <li>Verbs</li> <li>Prepositions</li> </ul>
SOCIAL-EMOTIONAL LEARNING	Social-emotional learning skills (i.e., self-awareness, self-management, social awareness, relationship skills, and responsible decision making) modeled in video activities and books.		

# SCOPE & SEQUENCE

## Waterford Early Learning Basic Reading Curriculum

STRAND	BASIC READING SEGMENT 1	BASIC READING SEGMENT 2	BASIC READING SEGMENT 3
PHONOLOGICAL AWARENESS	<ul style="list-style-type: none"> <li>Identify two-syllable rhymes</li> <li>Blend onset and rime</li> <li>Blend phonemes</li> <li>Phoneme segmentation, isolation, and substitution</li> <li>Identify initial and final sounds</li> </ul>	<ul style="list-style-type: none"> <li>Phoneme segmentation</li> <li>Phoneme substitution</li> <li>Phoneme deletion and addition</li> </ul>	<ul style="list-style-type: none"> <li>Phoneme substitution</li> </ul>
PHONICS	<ul style="list-style-type: none"> <li>Letter sounds</li> <li>Read and spell</li> <li>Word patterns: short vowels, digraphs, and consonant blends</li> <li>Word building</li> <li>Automatic word recognition</li> <li>Readable Books that focus on word patterns and Power Words</li> <li>Orthographic mapping of CVC words</li> </ul>	<ul style="list-style-type: none"> <li>Read and spell Power Words</li> <li>Word patterns: consonant blends, digraphs, double letters</li> <li>Word building</li> <li>Automatic word recognition</li> <li>Readable Books that focus on word patterns and Power Words</li> <li>Letter substitution and deletion</li> <li>Orthographic mapping</li> <li>Syllable types: CVC</li> </ul>	<ul style="list-style-type: none"> <li>Read and spell Power Words</li> <li>Word patterns: silent e and vowel teams</li> <li>Word building</li> <li>Automatic word recognition</li> <li>Multisyllabic words</li> <li>Readable Books that focus on word patterns and Power Words</li> <li>R-controlled and variant team vowels</li> <li>Orthographic mapping of one and two syllable words</li> <li>Syllable types: closed, r-controlled, open, vowel team</li> </ul>
FLUENCY*	Fluent reading modeled in narrative texts		<ul style="list-style-type: none"> <li>Read with Expression</li> <li>Reading Rate</li> </ul>
COMPREHENSION AND VOCABULARY	<ul style="list-style-type: none"> <li>Traditional Tales</li> <li>Informational Texts</li> <li>Vocabulary—Context clues</li> <li>Comprehension strategies</li> </ul>	<ul style="list-style-type: none"> <li>Traditional Tales</li> <li>Informational Text</li> <li>Vocabulary—Context clues</li> <li>Comprehension strategies</li> </ul>	<ul style="list-style-type: none"> <li>Traditional Tales</li> <li>Informational Text</li> <li>Vocabulary—Context clues</li> <li>Comprehension strategies</li> </ul>
LANGUAGE CONCEPTS	<ul style="list-style-type: none"> <li>Sentences</li> <li>Punctuation</li> <li>Nouns</li> <li>Plural nouns</li> <li>Prepositions</li> <li>Verbs</li> <li>Past tense verbs</li> <li>Change <i>y</i> to <i>i</i></li> <li>Synonyms</li> <li>Prefixes</li> </ul>	<ul style="list-style-type: none"> <li>Plural nouns</li> <li>Proper nouns</li> <li>Pronouns</li> <li>Prepositions</li> <li>Past tense verbs</li> <li>Change <i>y</i> to <i>i</i></li> <li>Double the consonant</li> <li>Endings: <i>-ed</i> and <i>-ing</i></li> <li>Synonyms</li> <li>Prefixes</li> <li>Quotation marks</li> <li>Editing: Capitalization</li> </ul>	<ul style="list-style-type: none"> <li>Proper and possessive nouns</li> <li>Pronouns</li> <li>Adjectives</li> <li>Comparatives</li> <li>Past tense verbs</li> <li>Change <i>y</i> to <i>i</i></li> <li>Double the consonant</li> <li>Compound words</li> <li>Commas</li> <li>Contractions</li> <li>Synonyms</li> <li>Prefixes and suffixes</li> <li>Editing: Capitalization, end punctuation, commas</li> </ul>
SOCIAL-EMOTIONAL LEARNING	Social-emotional learning skills (i.e., self-awareness, self-management, social awareness, relationship skills, and responsible decision making) modeled in video activities and books.		

\* Beginning in Basic Reading Segment 3, students encounter text passages for practice with reading rate, accuracy, and automaticity. Before Basic Reading Segment 3, students develop a strong foundation for fluent reading as they listen to models of reading fluency and build their word identification skills.

# SCOPE & SEQUENCE

## Waterford Early Learning Fluent Reading Curriculum

STRAND	FLUENT READING SEGMENT 1	FLUENT READING SEGMENT 2	FLUENT READING SEGMENT 3
PHONOLOGICAL AWARENESS	<ul style="list-style-type: none"> <li>Phoneme substitution</li> <li>Phoneme deletion and addition</li> </ul>	<ul style="list-style-type: none"> <li>Phoneme substitution</li> </ul>	<ul style="list-style-type: none"> <li>Phoneme substitution</li> </ul>
PHONICS	<ul style="list-style-type: none"> <li>Read and spell Power Words</li> <li>Word patterns: <i>r</i>-controlled vowels</li> <li>Word building</li> <li>Automatic word recognition</li> <li>Silent <i>e</i> patterns</li> <li>Readable Books that focus on word patterns and Power Words</li> <li>Letter sound substitution</li> </ul>	<ul style="list-style-type: none"> <li>Read and spell Power Word</li> <li>Word patterns</li> <li>Homophones</li> <li>Word building</li> <li>Automatic word recognition</li> <li>Readable books that focus on word patterns and Power Words</li> <li>Identify compound words</li> <li>Decode split vowels</li> </ul>	<ul style="list-style-type: none"> <li>Read and spell Power Words</li> <li>Word patterns review and automaticity</li> <li>Readable Books that focus on word patterns and Power Words</li> <li>Decode multisyllabic words</li> <li>Syllable Types: closed, open, <i>r</i>-controlled, vowel team, silent <i>e</i>, consonant <i>-e</i></li> <li>Orthographic mapping based on six syllable types</li> </ul>
FLUENCY	<ul style="list-style-type: none"> <li>Read with expression</li> <li>Reading rate</li> <li>Fluency and comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Read with expression</li> <li>Reading rate</li> <li>Fluency and comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Read with expression</li> <li>Reading rate</li> <li>Fluency and comprehension</li> </ul>
COMPREHENSION AND VOCABULARY	<ul style="list-style-type: none"> <li>Read-Along books</li> <li>Informational text</li> <li>Explicit vocabulary instruction</li> <li>Comprehension strategies</li> </ul>	<ul style="list-style-type: none"> <li>Read-Along books</li> <li>Informational text</li> <li>Explicit vocabulary instruction</li> <li>Comprehension strategies</li> </ul>	<ul style="list-style-type: none"> <li>Read-Along books</li> <li>Informational text</li> <li>Explicit vocabulary instruction</li> <li>Comprehension strategies</li> </ul>
LANGUAGE CONCEPTS	<ul style="list-style-type: none"> <li>Irregular plurals</li> <li>Adjectives</li> <li>Comparatives</li> <li>Adverbs</li> <li>Non-action verbs</li> <li>Irregular verbs</li> <li>Past tense verbs</li> <li>Change <i>y</i> to <i>i</i></li> <li>Double the consonant</li> <li>Prefixes and suffixes</li> <li>Synonyms and antonyms</li> <li>Homophones</li> <li>Alphabetical order</li> <li>Writing process: Prewrite, draft, revise, edit</li> </ul>	<ul style="list-style-type: none"> <li>Irregular plurals</li> <li>Adjectives</li> <li>Comparatives</li> <li>Adverbs</li> <li>Non-action verbs</li> <li>Irregular verbs</li> <li>Past tense verbs</li> <li>Change <i>y</i> to <i>i</i></li> <li>Double the consonant</li> <li>Prefixes and suffixes</li> <li>Synonyms and antonyms</li> <li>Homophones</li> <li>Alphabetical order</li> <li>Writing process: Prewrite, draft, revise, edit</li> </ul>	<ul style="list-style-type: none"> <li>Irregular plurals</li> <li>Adjectives</li> <li>Comparatives</li> <li>Adverbs</li> <li>Non-action verbs</li> <li>Irregular verbs</li> <li>Past tense verbs</li> <li>Change <i>y</i> to <i>i</i></li> <li>Double the consonant</li> <li>Prefixes and suffixes</li> <li>Synonyms and antonyms</li> <li>Homophones</li> <li>Alphabetical order</li> <li>Writing process: Prewrite, draft, revise, edit</li> </ul>
SOCIAL-EMOTIONAL LEARNING	Social-emotional learning skills (i.e., self-awareness, self-management, social awareness, relationship skills, and responsible decision making) modeled in video activities and books.		