

CURRICULUM *Correlation*

*Waterford Early
Learning &
Waterford
SmartStart*

100%

*Assisting Students
Struggling with
Reading: Response
to Intervention*

TABLE OF CONTENTS



OVERVIEW	1
RECOMMENDATION 1. Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Regularly monitor the progress of students who are at elevated risk for developing reading disabilities	2
RECOMMENDATION 2. Provide differentiated reading instruction for all students based on assessments of students' current reading levels (tier 1)	3
RECOMMENDATION 3. Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. Typically, these groups meet between three and five times a week for 20 to 40 minutes (tier 2)	5
RECOMMENDATION 4. Monitor the progress of tier 2 students at least once a month. Use these data to determine whether students still require intervention. For those students still making insufficient progress, school-wide teams should design a tier 3 intervention plan	7
RECOMMENDATION 5. Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3)	7
SMARTSTART FAMILY ENGAGEMENT RESOURCES	9
SMARTSTART COURSEWARE, BOOKS, SONGS & VIDEOS	10



This document provides a detailed correlation of WATERFORD EARLY LEARNING & WATERFORD SMARTSTART *to* ASSISTING STUDENTS STRUGGLING WITH READING: RESPONSE TO INTERVENTION (RtI) AND MULTI-TIER INTERVENTION IN THE PRIMARY GRADES INSTITUTE OF EDUCATION SCIENCES AND WHAT WORKS CLEARINGHOUSE PRACTICE GUIDE

ABOUT THE PRACTICE GUIDE

In the introduction to *Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades*, the authors write “The Institute of Education Sciences (IES) publishes practice guides in education to bring the best available evidence and expertise to bear on the types of systemic challenges that cannot be currently addressed by single interventions or programs . . . Authors use their expertise to identify the most important research with respect to their recommendations, augmented by a search of recent publications to ensure the research citations are up-to-date. . . . The guide provides practical, clear information on critical RtI topics and is based on the best available evidence as judged by the panel.”

ABOUT WATERFORD INSTITUTE

As a nonprofit research organization, Waterford Institute specializes in blended learning models and literacy intervention for early childhood education, PreK-third grade. Waterford’s dedication to early childhood science stems from the fact that young children learn very differently than older children. From ages 3–8, they must acquire the essential foundations of literacy. Early childhood science demonstrates that this foundation provides children with a powerful launch to bridge the vast and persistent educational disparities between racial and economic groups. Waterford Institute offers an evidence-based early intervention model that

supports RtI and multi-tier intervention systems with powerful assessment, diagnostic, analysis, and progress monitoring tools, as well as a deep library of online and offline instructional resources.

Evidence-based program. Waterford was awarded a U.S. Department of Education Investing in Innovation (i3) grant that studies the impact of Waterford Early Reading in a randomized control trial research design that meets the highest standards of scientific rigor. Currently in its seventh year, this study proves that when used with fidelity, Waterford Early Learning software has a substantial longitudinal impact on improving student growth and closing achievement gaps for early learners. Waterford students consistently outperformed control students in early literacy assessments and state reading, math, and science assessments all the way through fourth grade. With this evidence-based and proven approach, Waterford helps schools and districts maximize their return on investment, closing gaps to impact students’ long-term academic trajectories and learning success.

WATERFORD PROGRAMS

As shown in this document, Waterford solutions significantly strengthen and optimize RtI implementations, providing concrete supports for each of the Practice Guide recommendations and strategies. This correlation includes the following Waterford Institute programs:

SmartStart—A research-based, comprehensive curriculum designed to prepare young learners for school readiness. Based on the latest scientific

early brain development research and learning strategies, the curriculum and materials integrate instruction across developmental domains and early learning disciplines, teaching early reading, math, science, and social studies concepts as well as executive function, creative arts, and health and physical development. The software utilizes research-proven adaptive learning technology and incorporates the appropriate use of technology and interactive media to effectively optimize opportunities for young children’s cognitive, social, emotional, physical, and linguistic development.

Waterford Early Learning—A comprehensive technology-based early reading, math, and science program with integrated assessments and intervention tools for K–2. Waterford Early Learning includes two programs: Waterford Reading and Waterford Math & Science. Building from a base of over 10,000 engaging learning activities, the program provides children with a highly personalized learning experience utilizing adaptive software with automatic intervention and review targeting their specific needs.

DOCUMENT ORGANIZATION

This document includes a correlation chart with the following columns:

- **RtI Recommendation and Methods:** Lists the Practice Guide recommendations and strategies.
- **Waterford Supports for Response to Intervention:** Describes how the Waterford programs support each strategy.



RtI RECOMMENDATIONS AND METHODS	WATERFORD SUPPORTS FOR RESPONSE TO INTERVENTION
RECOMMENDATION 1. SCREEN ALL STUDENTS FOR POTENTIAL READING PROBLEMS AT THE BEGINNING OF THE YEAR AND AGAIN IN THE MIDDLE OF THE YEAR. REGULARLY MONITOR THE PROGRESS OF STUDENTS WHO ARE AT ELEVATED RISK FOR DEVELOPING READING DISABILITIES.	
<p>Create a building-level team to facilitate the implementation of universal screening and progress monitoring.</p>	<p>Waterford utilizes Implementation Science to help building-level teams define and monitor an implementation plan that includes:</p> <ul style="list-style-type: none"> • Universal screening—Waterford provides a diagnostic screening and placement test that identifies student learning deficits and automatically places students at the most appropriate starting point in Waterford’s adaptive curriculum. • Progress monitoring—In-app data dashboards and a variety of visually intuitive reports ensure teachers always have real-time views of student needs, strengths, and progress.
<p>Select a set of efficient screening measures that identify children at risk for poor reading outcomes with reasonable degrees of accuracy.</p>	<p>Waterford utilizes two types of efficient online screening methods, providing educators with multiple measures to identify student needs:</p> <ul style="list-style-type: none"> • Diagnostic screening—an initial online assessment that gauges students’ knowledge for beginning placement and initial instruction, including screening measures such as phonics, phonological awareness, comprehension and vocabulary, language concepts, and fluency. • Pretest screenings—short, embedded game-like assessments that determine a student’s learning needs at the beginning of each lesson and drive an adaptive sequencer that personalizes instruction for each child.
<p>Use benchmarks or growth rates (or a combination of the two) to identify children at low, moderate, or high risk for developing reading difficulties.</p>	<p>Waterford utilizes predictive technologies to identify students at risk of not meeting progress benchmarks, including in-app dashboards and reports like the following:</p> <ul style="list-style-type: none"> • Objective Detail Report—presents student progress against learning benchmarks, enabling teachers to identify and target key aspects of the skills that are presenting the most challenge. • Area of Difficulty Report—enables educators to diagnose student areas of weakness with precision, while identifying small groups of children struggling with the same concepts and assisting teachers to plan a variety of tiered intervention strategies.



RtI RECOMMENDATIONS AND METHODS	WATERFORD SUPPORTS FOR RESPONSE TO INTERVENTION
RECOMMENDATION 2. PROVIDE DIFFERENTIATED READING INSTRUCTION FOR ALL STUDENTS BASED ON ASSESSMENTS OF STUDENTS' CURRENT READING LEVELS (TIER 1).	
<p>Provide training for teachers on how to collect and interpret student data on reading efficiently and reliably.</p>	<p>Waterford's implementation logic model incorporates rich training and just-in-time supports to help teachers learn to understand data and use it more effectively to inform their instruction. While training options are varied and customizable, Waterford experts collaborate with the district to design a high-leverage support plan for teachers that is coherent in its alignment to school action plans, content-focused, and specifically grounded in best practices, all while providing sufficient frequency to support teachers in practicing and refining new skills.</p> <p>Rich training programs. Waterford services include multiple on-site, virtual, and on demand professional learning programs centered on data. For example, the Understanding Data training focuses specifically on helping teachers learn how to interpret data from Waterford reports and to use those findings to create personalized intervention plans and activities for struggling young learners. Similarly, in the Using Data to Inform Instruction course, expert trainers work with teachers to establish effective norms and routines for data analysis, intervention planning, and reflective practice so that data becomes an essential driver of continuous improvement in both teaching and learning. Coaching and modeling supports help embed those processes in authentic contexts, personalizing the instruction to each teacher's specific needs.</p>
<p>Develop data-driven decision rules for providing differentiated instruction to students at varied reading proficiency levels for part of the day.</p>	<p>Rich in-app data dashboards provide fresh data views of student progress within the context of each school's usage and progress goals. With filters, color coding, hotlinks, and data exports for deeper analysis, the dashboard can support each school's unique data-driven decision rules within a multi-tiered system of support.</p> <p>Fresh data views with filter options. The data dashboard utilizes a variety of graphical approaches to present what could be considered complicated data in a simple, clear manner that reveals educational trends, needs, and success. With filter options and visual tools like scatter plots, pie charts, circle views, stacked bar charts, summary data points, and a variety of exportable formats, educators are empowered to use data to answer questions, make critical comparisons, and analyze progress according to benchmarks and goals. Furthermore, the data dashboard filters help teachers understand performance by group, identify individual needs, and most importantly, plan effective differentiated instruction for individuals, small groups, and the whole class.</p> <p>Color coding. Color codes within the displays are tied to school goals for usage and progress and are used to highlight progress trends across a district, within a school, in a single class, and for individual students. Educators can incorporate these color codes into their data-driven decision rules to trigger deeper analysis and instructional support plans in a tiered intervention model.</p> <p>Hot links and data exports. Hot links and data popups throughout the graphics enable efficient, granular analysis of the data, assisting educators to understand progress in a variety of contexts and in terms of critical aspects like the foundational areas of reading and math. This data is also easily exported into pdf, doc, xls, and csv formats for further manipulation, comparison, and display options.</p>



RtI RECOMMENDATIONS AND METHODS	WATERFORD SUPPORTS FOR RESPONSE TO INTERVENTION
RECOMMENDATION 2. PROVIDE DIFFERENTIATED READING INSTRUCTION FOR ALL STUDENTS BASED ON ASSESSMENTS OF STUDENTS' CURRENT READING LEVELS (TIER 1) <i>continued.</i>	
<p>Differentiate instruction—including varying time, content, and degree of support and scaffolding—based on students' assessed skills.</p>	<p>Waterford is uniquely designed to maximize differentiated instruction in a blended model optimized specifically for young learners.</p> <p>Personalized learning online. For young children, Waterford's online curriculum is like a fun game personalized to their learning needs and pace, with interactive activities, catchy songs, colorful animation, celebrations, and rewards for their learning success. However, the learning sequence builds directly from scientifically based reading research, providing explicit systematic instruction in foundational literacy skills that is infused with ongoing assessment. Instruction is organized around this real-time feedback loop of formative assessment, adapted instruction, further formative assessment, and further adapted instruction. As highlighted by the Mass Insight Education & Research Institute, this feedback-based instructional approach has a profound impact on student achievement as it "personalizes each student's road to academic achievement."¹</p> <p>Differentiated instruction offline. Educators can utilize the rich data stream from this ongoing assessment to identify student strengths and weaknesses and to plan instruction and intervention within a tiered instructional model. For example, the Area of Difficulty report provides recommendations for grouping students with similar needs for small group intervention work with the teacher. Additionally, Waterford offline materials, including lesson plans and activities, help teachers plan and provide the explicit, research-based and standards-aligned instruction in foundational reading skills that struggling students need. Additional digital tools, like Waterford's Classroom Advantage for interactive whiteboards, provide playlists targeting critical skills and support rich conversation, explicit instruction, and interactive learning in small group and classroom settings.</p>

1. Calkins, A., Guenther, W., Belfiore, G., & Lash, D. (2007, November). The Turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst-performing schools. Retrieved from <http://www.schoolturnaroundsupport.org/resources/turnaround-challenge-why-america's-best>



RtI RECOMMENDATIONS AND METHODS	WATERFORD SUPPORTS FOR RESPONSE TO INTERVENTION
<p>RECOMMENDATION 3. PROVIDE INTENSIVE, SYSTEMATIC INSTRUCTION ON UP TO THREE FOUNDATIONAL READING SKILLS IN SMALL GROUPS TO STUDENTS WHO SCORE BELOW THE BENCHMARK SCORE ON UNIVERSAL SCREENING. TYPICALLY, THESE GROUPS MEET BETWEEN THREE AND FIVE TIMES A WEEK FOR 20 TO 40 MINUTES (TIER 2).</p>	
<p>Use a curriculum that addresses the components of reading instruction (comprehension, fluency, phonemic awareness, phonics, and vocabulary) and relates to students' needs and developmental levels.</p>	<p>Waterford's key literacy strands address the foundational components of reading instruction, including comprehension, fluency, phonemic awareness, phonics, and vocabulary. This curriculum is more impactful and engaging for young learners because of its developmental instructional design and depth, showing remarkable longitudinal gains for children in independent, randomized control trial research.</p> <p>Developmental instructional design. Broader K-5 solutions must necessarily adopt more age-neutral approaches and interfaces to enable them to serve more grade levels. In contrast, Waterford was developed exclusively for PreK-2 children for the simple fact that young children, ages three through eight, learn very differently than older children. Thus, Waterford's curriculum builds from a backbone of early childhood science and is designed to specifically address the developmental needs of young students as they learn the essential foundations of literacy necessary to successfully overcome vast and persistent educational disparities and achievement gaps. With a Universal Design for Learning, the online curriculum enables self-directed learning from the outset, engaging children in a delightful instructional experience where they are empowered by independence and guided choices. Design features like picture-based sign-in, automatic bookmarks, fun tutorials, easy navigation with multimedia prompts, options to hear instructions in Spanish, and automatic student rotations make the program easy to implement for both children and teachers.</p> <p>Instructional depth. Waterford curriculum features a library of over 10,000 learning activities that are utilized in adaptive, systematic instruction and personalized playlists during individual computer time, as well as during teacher led whole class, small group, and one-on-one instruction. This unparalleled depth in interactive early literacy assets ensures that achievement gaps in critical literacy areas are erased with research-based instruction, practice, review, and remediation. Instead of getting trapped in repeating loops of instruction and practice, students experience new ways to approach the concepts with which they struggle, supporting multimodal approaches and new contexts to avoid boredom or discouragement.</p> <p>Demonstrated impact. Waterford's Department of Education i3 grant partnership utilizes a randomized control trial research design, meeting the highest standards of scientific rigor. This study proves that when used with fidelity, Waterford Early Learning software has a substantial, longitudinal impact on improving student growth and closing achievement gaps with early learners.²</p>

2. Utah State Office of Education. (2016). UPSTART Program: Report of FY 2016. Retrieved from Utah State Office of Education: <http://www.schools.utah.gov/CURR/preschoolkindergarten/UPSTART/2016Summary.aspx>



RtI RECOMMENDATIONS AND METHODS	WATERFORD SUPPORTS FOR RESPONSE TO INTERVENTION
RECOMMENDATION 3. PROVIDE INTENSIVE, SYSTEMATIC INSTRUCTION ON UP TO THREE FOUNDATIONAL READING SKILLS IN SMALL GROUPS TO STUDENTS WHO SCORE BELOW THE BENCHMARK SCORE ON UNIVERSAL SCREENING. TYPICALLY, THESE GROUPS MEET BETWEEN THREE AND FIVE TIMES A WEEK FOR 20 TO 40 MINUTES (TIER 2) <i>continued.</i>	
<p>Implement this program three to five times a week, for approximately 20 to 40 minutes.</p>	<p>When used with fidelity, rigorous scientific studies show that Waterford Early Learning has a significant impact on student learning as it closes achievement gaps and accelerates learning. Waterford’s fidelity targets align with Response to Intervention implementation, with the following usage targets for the online curriculum:</p> <ul style="list-style-type: none"> • Kindergarten: 60 minutes per week (recommended 15 minutes a day) • 1st Grade: 80 minutes per week (recommended 30 minutes a day) • 2nd Grade: 80 minutes per week (recommended 30 minutes a day)
<p>Build skills gradually and provide a high level of teacher-student interaction with opportunities for practice and feedback.</p>	<p>Waterford is a truly blended program that includes both online and offline components, with a cutting-edge sequencing algorithm that ensures systematic skills development with automatic review and remediation based on student needs. Teacher tools, including ongoing data, visually intuitive reports, interactive whiteboard activities, and a rich library of downloadable teacher resources provide a foundation for high levels of teacher-student interactions with opportunities for practice and feedback.</p> <p>Systematic skills development. The Waterford approach is characterized by explicit, systematic instruction, where interactive activities are intentionally offered in a sequence shown by research to accelerate literacy learning. Within this evidence-based approach, learning is personalized with embedded scaffolds, including:</p> <ul style="list-style-type: none"> • Adaptive sequencing from a deep library of instructional activities • Continual review to prevent learning decay • Ongoing assessment and targeted remediation activities • Guided practice • Visual and audio cues • Immediate corrective feedback <p>Teacher-student interaction. Waterford provides a foundation for teacher-led intervention strategies, empowering teachers with the following resources to deepen instruction, extend practice, and provide authentic feedback:</p> <ul style="list-style-type: none"> • Intervention groups: Data-based recommendations for grouping students who struggle with similar concepts in intervention activities. • Interactive whiteboard resources: Digital activities and targeted playlists for interactive whiteboards for small group and classroom intervention activities. • Searchable online library: Rich library of downloadable teacher resources, including lesson plans, worksheets, and extended learning activities targeting literacy skills across multiple content areas, like math, science, social studies, music, physical education, and drama.



RtI RECOMMENDATIONS AND METHODS	WATERFORD SUPPORTS FOR RESPONSE TO INTERVENTION
<p>RECOMMENDATION 4. MONITOR THE PROGRESS OF TIER 2 STUDENTS AT LEAST ONCE A MONTH. USE THESE DATA TO DETERMINE WHETHER STUDENTS STILL REQUIRE INTERVENTION. FOR THOSE STUDENTS STILL MAKING INSUFFICIENT PROGRESS, SCHOOL-WIDE TEAMS SHOULD DESIGN A TIER 3 INTERVENTION PLAN.</p>	
<p>Monitor progress of tier 2 students on a regular basis using grade appropriate measures. Progress monitoring should occur at least eight times during the school year.</p>	<p>Waterford provides best practice recommendations for multi-tiered systems, which include reviewing student progress in Waterford reports at least biweekly as part of a multiple measures approach to progress monitoring.</p>
<p>While providing tier 2 instruction, use progress monitoring data to identify students needing additional instruction.</p>	<p>Teachers can use Waterford’s rich reporting features to monitor progress in real-time, identify areas of difficulty, and utilize additional intervention tools in varied instructional settings. Waterford trainers support teachers in developing these progress monitoring strategies, including using Monthly Action Planning worksheets to identify intervention needs and plan targeted supports for each student based on the quadrant in which students are scored. Educators can use Area of Difficulty reports to diagnose student areas of weakness with precision and create personalized learning pathways of targeted interventions to address student needs.</p>
<p>Consider using progress monitoring data to regroup tier 2 students approximately every six weeks.</p>	<p>Waterford reports automatically identify and group students who are struggling with similar concepts, adjusting these recommendations for flexible small groups in real -time. This data-based support ensures teachers are always optimizing their intervention work, providing additional instruction and practice to students in the areas where they most need support.</p>
<p>RECOMMENDATION 5. PROVIDE INTENSIVE INSTRUCTION ON A DAILY BASIS THAT PROMOTES THE DEVELOPMENT OF THE VARIOUS COMPONENTS OF READING PROFICIENCY TO STUDENTS WHO SHOW MINIMAL PROGRESS AFTER REASONABLE TIME IN TIER 2 SMALL GROUP INSTRUCTION (TIER 3).</p>	
<p>Implement concentrated instruction that is focused on a small but targeted set of reading skills.</p>	<p>Teachers are empowered to create an action plan designed for each student’s individual needs in key literacy skills. This action plan may include, but is not limited to the following activities:</p> <ul style="list-style-type: none"> • Reviewing reports, including Objective Level Mastery, Area of Difficulty, and Usage • Creating customized playlists targeting discrete reading skills for individual computer time, online instruction at home, and small group interventions using interactive whiteboard activities • Providing teacher-led intervention opportunities in small group or one-on-one sessions • Providing peer tutoring opportunities during small-group workstations • Using teacher materials and parent newsletters to send home practice opportunities for students • Providing additional time on Waterford (in class and at home) • Increasing monitoring
<p>Adjust the overall lesson pace.</p>	<p>Waterford’s sophisticated sequencer automatically adjusts the overall lesson pace to reflect student needs based on ongoing assessments that are integrated in fun game-like contexts throughout the instructional sequence.</p>



RtI RECOMMENDATIONS AND METHODS	WATERFORD SUPPORTS FOR RESPONSE TO INTERVENTION
RECOMMENDATION 5. PROVIDE INTENSIVE INSTRUCTION ON A DAILY BASIS THAT PROMOTES THE DEVELOPMENT OF THE VARIOUS COMPONENTS OF READING PROFICIENCY TO STUDENTS WHO SHOW MINIMAL PROGRESS AFTER REASONABLE TIME IN TIER 2 SMALL GROUP INSTRUCTION (TIER 3) <i>continued.</i>	
<p>Schedule multiple and extended instructional sessions daily.</p>	<p>Options and tools within Waterford’s Teacher Manager enable the teacher to easily schedule multiple and extended instructional sessions daily.</p>
<p>Include opportunities for extensive practice and high-quality feedback with one-on-one instruction.</p>	<p>The stigma of struggling with reading or being below grade level is largely dissolved with Waterford’s personalized approach, as children advance based on mastery, not seat time. Review and remediation occur seamlessly within the personalized scope and sequence. Students are always supported with corrective feedback, guided to the correct answer, and provided additional instruction, practice, and review until they achieve mastery. This approach essentially mimics a one-on-one tutoring session, with extended practice opportunities and immediate feedback that makes the learning experience fun. Moreover, fun animations, celebrations, and certificates reward students for their progress, so even struggling students feel successful. This positive reinforcement helps build students’ self-esteem and love of reading.</p>
<p>Plan and individualize tier 3 instruction using input from a school-based RtI team.</p>	<p>Waterford’s in-app data dashboards and visually intuitive reports provide powerful evidence for RtI teams to use as they consider multiple measures in planning tier 3 interventions. For example, the Waterford dashboard provides hot button links that drill down to granular data points for each student to drive insightful analysis into a child’s progress, struggles, and successes.</p>
<p>Ensure that tier 3 students master a reading skill or strategy before moving on.</p>	<p>The Waterford sequencer is adaptive, supporting a mastery-based approach. With Waterford Early Learning, students never get stranded when they struggle. Instead, every activity carefully scaffolds the learner with corrective, interactive feedback and learning rewards like fun animations or certificates of achievement. Students can progress in an individual strand independently of their progress in another. The automatic remediation occurs seamlessly throughout the scope and sequence until the student demonstrates mastery. For example, a student who struggles with a phonemic awareness skill, like segmenting syllables, continues instruction in other literacy strands, like letter recognition and vocabulary, but is later circled back again for additional instruction and practice in segmenting syllables in their instructional sequence. Instruction is systematic to ensure the student attains mastery before encountering more advanced phonemic awareness skills.</p> <p>Significantly, Waterford Early Learning is differentiated by its very deep library of research-based activities, which enable basic skills to be taught, reviewed, and remediated with content that is new to the student, rather than simply repeating prior materials. This depth of content and ongoing assessment ensures struggling students stay engaged and progress in their personalized learning sequence, without getting stuck.</p>



MATH SING-ALONG

(NUMBERS ON THE GO) DVD

Zero Is a Big Round Hole; Poor Wandering 1; Snowy Twos Day; 1, 2, 3; Country Counting; 4 in the Jungle; Give me 5; Suzy Ladybug; Bagpipe Counting; 7 Train; 8 Octopus Legs; Highway 9; 10 Astronauts; Dixieland Counting; When I Saw 11; I Love the Number; 12; 13 Clues; Flower Counting; 14 Camels; Fun 15; 16 Ants; Counting to 17; Funk Counting; 18 Carrot Stew; 19 Around the World; 20; Fingers and Toes; Count to 31; Count to 100

NURSERY RHYMES & SONGS DVD

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

LETTER SOUND SONGS DVD

Picture Sound Song; Tongue Twister; Show and Tell Sound Song; Scientist Sound Song; Apples and Bananas Vowel Song; Old MacDonald's Vowels; Lowercase Letter Formation (a-z)

MATH HOMELINK NEWSLETTERS

Match
Position
Shapes
Counting
Patterns
Sort
Size
Number Sense (1-10)
Order (1-10)
Count On
Measurement (length)
Count Down
Addition (10)
Numbers 11-15
Numbers 16-20

SCIENCE HOMELINK NEWSLETTERS

The World Around Us (5 senses)
Living Things (living v. non-living)
Plants
Vertebrates
Invertebrates
The Sky Above Us (sun, moon, stars)
Our Earth (recycle, ecosystems)
How it Works (push/pull, solid/liquid, magnets, materials)

MY BACKPACK APP

Mental Math
Read-Alongs
Traditional Tales
Sing-Along Songs
Nursery Rhymes



READING HOMELINK NEWSLETTERS

Alphabet Knowledge Comprehension and Vocabulary

Sum Up: Remember Order
Sum Up: Remember Details
Peek at the Story
Guess and Check
Connect to Me
Build Knowledge

Readiness Skills Letters

Naming parts of the body
First, Next, Last
One-to-One correspondence
Opposites
Look at Details (identify same and different)

Phonological Awareness Letters

What is Rhyming?
Which Words Rhyme?
Sentences Are Made Up of Words
Making Compound Words
Breaking Compound Words
What Is a Syllable?
Put Syllables Together to Make Words
Break Words into Syllables
The First Sound in a Word
Words with the Same First Sound
Making Words from First Sounds and the Rest



SING A RHYME SONGS & BOOKS

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

READ WITH ME BOOKS

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

LANGUAGE CONCEPTS SONGS

What Is a Sentence?; Tricky Y to I; Strange Spelling; Irregular Verbs; It Happened Yesterday; More About Verbs; Adverbs; Adjectives Describe; Sentence Marks; Nouns; More Than One; Apostrophe Pig; Double the Fun; Pronouns; Put It at the Front; Homophone Monkey; Antonym Ant; Synonym Tree; Verbs; Contraction Action; Compound Words; ABC Order (1st Letter); ABC Order (2nd Letter); Let's Compare; Preposition Ship; Comma, Comma, Comma (In a Letter); Comma, Comma, Comma (In a Series)

ABC SONGS

Capital Letters

Fish, Jungle, Pirate, Red Riding Hood, Factory, Picnic, Magician, Airplane, Fireworks, Fairy

Mixed Case Letters

Jazz, Magic

Lowercase Letters

Flowers, Factory, Fish, Jungle, Picnic, Red Riding Hood

MATH BOOKS

One Day on the Farm, Two Feet, Look for Three, Four Fine Friends, Grandpa's Great Athlete: A Book About 5, Hide and Seek Six, Just Seven, Eight at the Lake, 9 Cat Night, Ten for My Machine, The Search for Eleven, The Tasty Number Twelve, Thirteen in My Garden, Fourteen Camel Caravan, Fifteen on a Spring Day, Dinner for Sixteen, The Seventeen Machine, Eighteen Carrot Stew, Nineteen Around the World, Twenty Clay Children

NUMBER SONGS

Count to 31; Hotel 100; Poor Wandering 1; Snowy Twos Day; 1, 2, 3, 4 in the Jungle; Give Me 5; Suzy Ladybug; 7 Train; 8 Octopus Legs; Highway 9; 10 Astronauts; When I Saw 11; I Love the Number 12; 13 Clues; 14 Camels; Fun 15; 16 Ants; Counting to 17; 18 Carrot Stew; 19 Around the World; 20 Fingers and Toes

COUNTING SONGS

Asian Counting, Marching Band Counting, Flower Counting, Country Counting, Dixieland Counting, Funky Counting, Reggae Counting, Salsa Counting, Techno Counting, Bagpipe Counting, Counting on the Mountain

SCIENCE BOOKS

I Want to Be a Scientist Like Jane Goodall, Follow the Apples!, I Want to Be a Scientist Like George Washington Carver, Guess What I Am, Where in the World Would You Go Today?, Star Pictures, I Wish I Had Ears Like a Bat, Creepy Crawlers

EXECUTIVE FUNCTION VIDEOS

My Name Is Squirrel, Come Inside, Soup's On, Musical Mayhem, Perfect Present, Do I Have To?, It's Not Fair!, Party Time, Squirrel's Sketches, Mama's Melody, Baby's Ballet, Papa's Play, Where's Papa?, Lost and Found, Boo Hoo Baby, Find Me!, Clubhouse, Marmot Basket, Pretend Play

Family Photo Fun

Dinner Time, Broken Lamp, and The Picnic

I Can Calm Down

Lost Dinosaur, Baby's Blocks, Papa Hurts His Thumb, Squirrel Blocks, Baby Wants Berries, Lost Keys, Noisy Children, and Broken Vase

