



CURRICULUM *Correlation*

*Waterford
UPSTART*

98%

*Maine's Early
Learning and
Development
Standards 2015*

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MAINE STANDARDS	WATERFORD DIGITAL RESOURCES
SOCIAL AND EMOTIONAL DEVELOPMENT	
EMOTIONAL DEVELOPMENT	
SELF CONCEPT	
Has an awareness of self as having certain abilities, characteristics, preferences and rights	<ul style="list-style-type: none"> • Books: Lumpy Mush; Ooey, Gooey Mud; Grandpa's Great Athlete; I Hate Peas; Bad News Shoes
Demonstrates self-direction by making choices among peers, activities and materials	<ul style="list-style-type: none"> • Baby's Ball • Musical Mayhem • Boo Hoo Baby
Takes on new tasks and improves skills with practice	Waterford helps children build persistence through support within each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.
Initiates actions or activities with peers	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative. <ul style="list-style-type: none"> • Find Me!
Expresses delight over a successful project and want others to like it too	<ul style="list-style-type: none"> • Perfect Present • Squirrel's Sketches • Mama's Melody • The Picnic
Demonstrates confidence in own abilities and delights in the mastery of a skill	<ul style="list-style-type: none"> • Perfect Present • Squirrel's Sketches • Mama's Melody • The Picnic
Demonstrates an understanding of and follows through with basic responsibilities	<ul style="list-style-type: none"> • Do I Have To? • The Picnic • Dinner Time
SELF-REGULATION	
Expresses self in safe and appropriate ways through words and actions	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
Seeks peaceful resolutions to conflict	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
Stops and listens to instructions before jumping into activity, with guidance	Waterford's Social Emotional video series "I Can Calm Down " models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to "Stop, Think, and Choose."
Follows rules and routines	Children follow routines independently as they progress through the Waterford sequence of activities.
Respects the rights and property of others	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as they learn to respect the rights and property of others as well as their own.
Uses materials appropriately	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES
SELF-REGULATION <i>continued</i>	
Is able to share materials or caregiver's/teacher's attention	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
Can wait for turn in simple game or use of equipment	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
Accepts consequences of own actions	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
Regulates own emotions and behaviors	Waterford's Social Emotional video series "I Can Calm Down" models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to "Stop, Think, and Choose."
Refrains from disruptive, aggressive, angry or defiant behaviors	Waterford's Social Emotional video series "I Can Calm Down" models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to "Stop, Think, and Choose."
Asks what and why questions to understand effects of behavior	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
SYMPATHY AND EMPATHY	
Expresses empathy for others	<ul style="list-style-type: none"> • Do I Have To? • Baby's Ball • Boo Hoo Baby
Comforts physically hurt or emotionally upset child through appropriate words or actions	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby's Ball • Papa's Thumb
Labels own emotions and, increasingly, the emotions of others	<ul style="list-style-type: none"> • It's Not Fair! • Do I Have To? • Lost and Found • Lost Keys • Noisy Children
Demonstrates understanding of the consequences of own actions on others	<ul style="list-style-type: none"> • Do I Have To? • Soup's On! • The Picnic • Dinner Time
Understands the reasons for rules and routines within the group and accepts them	<ul style="list-style-type: none"> • See "Family Engagement Resources" at end of document.
Asks "what" and "why" questions to understand effects of behavior	Waterford's Social Emotional video series "I Can Calm Down" models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to "Stop, Think, and Choose."
Shows progress in expressing feelings, needs, and opinions, in difficult situations and conflicts, without harming self, others, or property	Waterford's Social Emotional video series "I Can Calm Down" models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to "Stop, Think, and Choose."

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES
ADAPTING TO DIVERSE SETTINGS	
Demonstrates ability to be flexible or adjust to routine or unexpected changes including physical setting ,daily schedule, staffing and group size/ attendance	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Adjusts to transitions from one activity setting to the next during the day with appropriate emotions and behaviors	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Anticipates with assistance what will be needed in diverse settings	
Follows rules in diverse settings	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
SOCIAL DEVELOPMENT	
BUILDING RELATIONSHIPS WITH ADULTS	
Asks questions and checks with an adult before deviating from rules and routines	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Seeks adult help when needed for emotional support	Waterford’s Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Confides in at least one adult	<ul style="list-style-type: none"> • Lost Dinosaur • Squirrel’s Blocks • It’s Not Fair!
Works independently and asks for help only when necessary	<ul style="list-style-type: none"> • Baby’s Ball • Baby Wants Berries • Musical Mayhem • Boo Hoo Baby
Works cooperatively with an adult to plan and organize activities and solve problems	<ul style="list-style-type: none"> • Do I Have To? • Squirrel’s Blocks
Uses socially appropriate behavior with peers and adults such as helping, sharing and taking turns	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
BUILDING RELATIONSHIPS WITH CHILDREN	
Participates cooperatively in large and small group activities	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
Participates in classroom and group routines	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Uses different turn-taking strategies	Waterford’s Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Shows increasing abilities to use compromise and discussion in play, and resolution of conflicts with peers	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
Develops consideration for the needs or interests of peers	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES
BUILDING RELATIONSHIPS WITH CHILDREN <i>continued</i>	
Develops friendships with peers	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket • Party Time • Musical Mayhem
Notifies and comments on who is absent from routine group settings	
Shows concern for personal fairness within a peer group	<ul style="list-style-type: none"> • Do I Have To? • It's Not Fair!
Defends own rights and the rights of others	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as they learn to respect the rights of others as well as their own.
Gives social support to others	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
Demonstrates knowledge that fairness involves a recognition that respects the needs of individuals as well as sharing and turn-taking	<ul style="list-style-type: none"> • Do I Have To? • Baby's Ball • Boo Hoo Baby
Identifies and expresses self a part of several groups (e.g. family, preschool class, faith community, etc.)	<ul style="list-style-type: none"> • Books: Mine; Jose Three • My Family • My Name is Squirrel
Uses play to explore, practice and understand social roles	<ul style="list-style-type: none"> • Clubhouse
Joins in the middle of an on-going group activity with friends independently	<ul style="list-style-type: none"> • Marmot Basket
Invents and sets up activities that include more than one child	<ul style="list-style-type: none"> • Clubhouse • Party Time
RESPECTING SIMILARITIES AND DIFFERENCES	
Names and accepts differences and similarities in preferences	<ul style="list-style-type: none"> • Books: Lumpy Mush; Ooey, Gooney Mud; I Hate Peas; Bad News Shoes
Notifies that other children might communicate differently or use different words for the same object	<ul style="list-style-type: none"> • Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
Begins to examine a situation from others' perspective	<ul style="list-style-type: none"> • It's Not Fair! • Do I Have To?
Shows concern about personal fairness within a peer group	<ul style="list-style-type: none"> • It's Not Fair! • Do I Have To?

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES
APPROACHES TO LEARNING	
INITIATIVE & CURIOSITY	
Initiates participation in a widening ranges of topics, ideas, and tasks	<ul style="list-style-type: none"> • Song; The Scientific Method • Science Investigation • Science Tools • Magnets
Invents projects and works on them with little assistance	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright • Science Investigation
Wonders and asks questions about change in his/her world	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright • Informational Books (See titles at end of document.) • Science Investigation
Uses “wh” questions to get information a variety of topics (why, who, what, where and when)	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright • Informational Books (See titles at end of document.) • Science Investigation
Approaches tasks and activities with increasing flexibility, imagination, and inventiveness	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright • Science Investigation
Invents games and new activities	Waterford’s Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
ENGAGEMENT & PERSISTENCE	
Persists in and completes an increasing variety of tasks, activities, projects, and experiences despite frustrations	Engaging activities in Waterford hold children’s attention and build persistence by allowing them to click Repeat to hear instructions again and by providing visual clues when children need extra assistance to finish a task.
Demonstrates resiliency and coping skills when faced with challenges (i.e. concentrates despite distractions and/ or increasingly manages own level of frustration)	Waterford’s Social Emotional videos demonstrate the connections between emotions and behaviors. As scenarios are presented, children choose different options offering examples and explanations of whether or not this behavior is appropriate.
Chooses to leave a project and returns to it later for completion or elaboration	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Sets goals, develops plans, and completes tasks with increasing independence	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
Maintains concentration despite distractions	Engaging activities in Waterford hold children’s attention and build persistence by allowing them to click Repeat to hear instructions again and by providing visual clues when children need extra assistance to finish a task.

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES
REFLECTION & PROBLEM-SOLVING	
Predicts when something might be a problem or challenge	<ul style="list-style-type: none"> Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright Science Investigation
Makes predictions about what will happen next	<ul style="list-style-type: none"> First, Next, and Last What Comes Next?
Looks for more than one solution to a question, task, or problem	<ul style="list-style-type: none"> Books: I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright Science Investigation
Applies prior experiences, senses, and knowledge to new learning situations	<ul style="list-style-type: none"> Picture Clues Build Knowledge Connect to Me
Considers and implements different approaches to carrying out a task	<ul style="list-style-type: none"> Books: I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright Science Investigation
Independently alters approach to tasks when initial approach does not work	Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
Discusses or documents important aspects of an experience and identifies what was learned	<ul style="list-style-type: none"> See "Family Engagement Resources" at end of document.
Solves increasingly complex problems and an increased number of problems	Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
CREATIVE ARTS	
VISUAL ARTS	
Shows interest in different art media and materials in a variety of ways for creative expression and representation	Waterford encourages everyone to have drawing and art materials available for children's creations.
Works collaboratively to create group art displays	<ul style="list-style-type: none"> See "Family Engagement Resources" at end of document.
Progresses in abilities to create drawings, paintings and other art creations that reflect more detail, uniqueness, and/or realism	Waterford encourages everyone to have drawing and art materials available for children's creations.
Uses art materials safely and appropriately	Waterford encourages everyone to have drawing and art materials available for children's creations.
Selects and describes the elements of personal artwork with teachers, other children and parents	<ul style="list-style-type: none"> See "Family Engagement Resources" at end of document.
MOVEMENT AND DANCE	
Moves in response to tempo changes and different styles of music	<ul style="list-style-type: none"> Baby's Ballet Mama's Melody
Uses creative movement, planned or improvised, that expresses an idea or feeling	<ul style="list-style-type: none"> Baby's Ballet Mama's Melody

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES
MUSIC	
Shows increasing ability to recognize tempo changes and different styles of music	Music is an integral part of Waterford, including songs specific to learning objectives as well as the use of background classical music throughout the program.
Sings songs with more complex and varied lyrics, patterns and notations	<ul style="list-style-type: none"> • Sing Around the World Songs • Sing a Rhyme Songs/Books (See titles at end of document.) • ABC Songs • Sound Songs • Vowel Songs
Uses music and instruments to imitate and improvise songs, melodies, and patterns	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
DRAMATIC PLAY/PERFORMANCE	
DRAMATIC EXPRESSION	
Uses objects for other than their intended purpose to create representations of real life objects or activities	<ul style="list-style-type: none"> • Papa’s Play • Soup’s On!
Represents fantasy and real life experiences through pretend play and use of props and costumes	<ul style="list-style-type: none"> • Papa’s Play
Uses pretend play to represent known or anticipated situations	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
PERFORMANCE	
Creates characters through physical movement, gesture, sound, speech and facial expressions	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody
Recreates dramatic play experiences, stories or poems for an audience	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
EARLY LANGUAGE AND LITERACY	
SPEAKING AND LISTENING	
COMPREHENSION & COLLABORATION	
Increases ability to engage in collaborative conversations about preschool topics and texts with peers and adults in small & larger groups: <ol style="list-style-type: none"> a. Follows agreed-upon rules for discussions (e.g., listening to other & taking turn speaking about the topics & texts under discussion) 	Social Emotional videos demonstrate appropriate conversation rules with model conversations and discussion between various characters.
<ol style="list-style-type: none"> b. Engages in conversations with multiple exchanges 	Social Emotional videos model conversations between various characters, with appropriate conversation rules, as they develop ideas, ask and answer relevant questions, and communicate in complete sentences.
Confirms understanding of a text read aloud or information presented orally or through other media by asking and answering questions	<ul style="list-style-type: none"> • Look at Details • Describe Characters • Find an Answer • Sum Up, Five Ws
Asks questions in order to seek help, get information, or clarify something that is not understood	<ul style="list-style-type: none"> • Find an Answer • Sum Up, Five Ws

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES
PRESENTATION OF KNOWLEDGE & IDEAS	
Describes familiar people, places, things, and events, and, with prompting and support, begins to provide additional detail	<ul style="list-style-type: none"> • Look at Details • Describe Characters • Connect to Me
Begins to add drawing or other visual displays to descriptions to provide additional detail	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
Speaks audibly most of the time and expresses thoughts, feelings, and ideas	Social Emotional videos demonstrate appropriate conversation rules with model conversations and discussion between various characters.
LANGUAGE STANDARDS	
CONVENTIONS OF STANDARD ENGLISH	
Begins to demonstrate understanding of the conventions of standard English grammar and usage when writing or speaking: <ol style="list-style-type: none"> Prints some upper- and lowercase letters, and can write own name 	<ul style="list-style-type: none"> • What's Your Name? • Letter Pictures • Letter Picture Writing
<ol style="list-style-type: none"> Uses frequently occurring nouns and verbs 	<ul style="list-style-type: none"> • Songs: Nouns; Verbs • Verbs • Nouns
<ol style="list-style-type: none"> Begins to form regular plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs; wish, wishes) 	<ul style="list-style-type: none"> • Song: More Than One • Plural Nouns
<ol style="list-style-type: none"> Responds to and uses more question words (interrogatives, e.g. who, what, where, when, why, how) 	<ul style="list-style-type: none"> • Sum Up, Five Ws
<ol style="list-style-type: none"> Begins to use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with) 	<ul style="list-style-type: none"> • Song: Preposition Ship
<ol style="list-style-type: none"> Demonstrates the ability to speak in complete sentences 	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences
Begins to use standard English capitalization, punctuation, and spelling when writing: <ol style="list-style-type: none"> Capitalize the first letter in own name 	<ul style="list-style-type: none"> • Song: Capital Letters • What's Your Name?
<ol style="list-style-type: none"> Begins to recognize punctuation (e.g., ., ?, !) 	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Sentence Marks • Sentences • Sentence Marks
<ol style="list-style-type: none"> Begins to write letters to represent sounds 	<ul style="list-style-type: none"> • Letter Picture Writing • Letter Sounds • Name That Letter Sound • Sound Room • Name That Letter
<ol style="list-style-type: none"> Begins to spell simple words phonetically, drawing on knowledge of sound letter relationships 	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES
VOCABULARY ACQUISITION & USE	
<p>Asks & answers questions about the meanings of new words and phrases introduced through books, activities and play:</p> <p>a. With prompting and support, generates words that are similar in meaning (e.g. happy/glad, angry/mad)</p>	<ul style="list-style-type: none"> • Song: Synonym Tree • Synonyms
<p>Explores word relationships and meanings:</p> <p>a. Sorts common objects into categories (e.g. big/small, living/nonliving)</p>	<ul style="list-style-type: none"> • Songs: Living and Nonliving; All Sorts of Laundry • Sort • Living or Nonliving • Plant or Animal • Big and Little
<p>b. Applies words learned in classroom activities to real-life examples (e.g., names places in school that are fun, quiet, or noisy)</p>	<p>Waterford activities provide opportunities for students to use words and phrases acquired through conversation.</p>
<p>c. Begins to distinguish shades of meaning among verbs describing the same general action by acting out the meanings</p>	<ul style="list-style-type: none"> • Song: Verbs • Verbs
<p>Uses words and phrases acquired through conversations, listening to books read aloud, activities, and play</p>	<p>Waterford activities provide opportunities for students to use words and phrases acquired through conversation. Online books are read aloud to students and feature engaging narrations for their enjoyment.</p>
READING STANDARDS FOR LITERATURE	
KEY IDEAS & DETAILS	
<p>With prompting and support: Asks and answers questions about simple stories</p>	<ul style="list-style-type: none"> • Find an Answer • Sum Up, Five Ws
<p>Retells at least one major event from a simple story</p>	<ul style="list-style-type: none"> • Describe Characters • Compare Characters • Find an Answer • Sum Up, Five Ws
<p>Identifies main characters in simple stories</p>	<ul style="list-style-type: none"> • Describe Characters • Compare Characters • Find an Answer • Sum Up, Five Ws
CRAFT & STRUCTURE	
<p>Asks questions about unknown words and phrases in stories</p>	<p>Waterford online books include bolded vocabulary words. When clicked, students hear a slowed pronunciation and definition in a pop-up with an illustration.</p>
<p>Begins to recognize that there are different text structures, such as stories, poems, and songs</p>	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read with Me Books • Read Along Books • Informational Books • Science Books (See titles at end of document.)
<p>Begins to describe the roles of authors & illustrators</p>	<ul style="list-style-type: none"> • Print Directionality Introduction

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES
INTEGRATION OF KNOWLEDGE & IDEAS	
Retells stories using both storybook language and pictures	<ul style="list-style-type: none"> • Picture Clues • What Comes Next? • Describe Characters • Find an Answer • Sum Up, Five Ws
Begins to make connections between characters in familiar stories	<ul style="list-style-type: none"> • Read with Me Books • Read Along Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Describe Characters • Compare Characters
READING & LEVEL OF TEXT COMPLEXITY	
Participates in (individually and in groups) a variety of age-appropriate print materials	<ul style="list-style-type: none"> • Read with Me Books • Read Along Books • Sing a Rhyme Songs/Books • Informational Books • Decodable Books (See titles at end of document.)
READING STANDARDS FOR INFORMATIONAL TEXT	
DETAILS-INFORMATIONAL TEXT	
With prompting and support: Asks and answers questions about an informational text read aloud	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.)
Recalls important facts from an informational text after hearing it read aloud or studying particular pages/visuals	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Build Knowledge
Represents or acts out concepts learned from hearing an informational text read aloud (e.g. makes a skyscraper out of blocks at the sensory table)	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.)
STRUCTURE-INFORMATIONAL TEXT	
Identifies front cover and back cover of a book and title	<ul style="list-style-type: none"> • Print Directionality Introduction
Begins to describe the role of authors and illustrators	<ul style="list-style-type: none"> • Print Directionality Introduction
INTEGRATION OF KNOWLEDGE & IDEAS	
Describes important information from text and pictures/photos/graphics	<ul style="list-style-type: none"> • Look at Details • Sum Up, Five Ws • Words tell About the Pictures • Picture Clues
Recognizes that information on a topic can be found in more than one text	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.)
RANGE OF READING LEVEL OF TEXT COMPLEXITY	
Participates individually and in groups in a variety of age-appropriate informational text materials	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.)

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES
READING STANDARDS: FOUNDATIONAL SKILLS	
PRINT CONCEPTS	
Displays appropriate book-handling skills and knowledge of print conventions: <ol style="list-style-type: none"> a. Begins to track print from left to right and top to bottom 	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. <ul style="list-style-type: none"> • Print Directionality
<ol style="list-style-type: none"> <li value="2">b. Recognizes that print is something that is read and has specific meaning 	<ul style="list-style-type: none"> • Print Concepts • Letters make Words • Words Tell About the Pictures
<ol style="list-style-type: none"> <li value="3">c. Begins to demonstrate that words are separated by spaces in print 	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words • Look, Listen, and Match
<ol style="list-style-type: none"> <li value="4">d. Recognizes and names at least 15-20 upper and 15-20 lower case letters 	<ul style="list-style-type: none"> • ABC Songs • Alphabet Review • Distinguish Letters (Alphabet Introduction) • Letter Checker • Fast Letter Fun • Hidden Letters • Find the Letter • Name That Letter
PHONOLOGICAL AWARENESS	
With prompting and support: Demonstrates understanding of spoken words, syllables, and some beginning sounds (phonemes): <ol style="list-style-type: none"> a. Recognize and produces rhyming words” 	<ul style="list-style-type: none"> • Rhyming Words Song • Rhyme • Rhyme Match • Finish the Picture • One Doesn’t Rhyme
<ol style="list-style-type: none"> <li value="2">b. Counts, pronounces, blends, and segments syllables in spoken words 	<ul style="list-style-type: none"> • Syllables • Syllable Safari • Take away Syllables
<ol style="list-style-type: none"> <li value="3">c. Blends and segments onsets and rimes of single-syllable words 	<ul style="list-style-type: none"> • Blending Dragon • Blend Onset/Rime
<ol style="list-style-type: none"> <li value="4">d. Isolates and pronounces the initial and final sounds (phonemes) in single syllable words and their name 	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Final Sound • Right Final Sound
<ol style="list-style-type: none"> <li value="5">e. Begins to add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words 	<ul style="list-style-type: none"> • Circus Clown Climbers • Change One Sound • Barnyard Bash

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES
PHONICS & WORD RECOGNITION	
With prompting and support, applies beginning phonics and word analysis skills: <ol style="list-style-type: none"> Links a sound to a picture of an object that begins with that sound 	<ul style="list-style-type: none"> Letter Sounds Sound Room Letter Pictures Initial Sound
<ol style="list-style-type: none"> Begins to link a sound to the corresponding printed letter 	<ul style="list-style-type: none"> Letter Sounds Name That Letter Sound Sound Room Letter Pictures
<ol style="list-style-type: none"> Recognizes names of other children in the classroom and common print around the classroom 	<ul style="list-style-type: none"> Decodable Books Read with Me Books Sing a Rhyme Songs/Books (See titles at end of document.) Print Concepts Letters make Words Words Tell About the Pictures
FLUENCY	
Attends to fluent models of reading	<ul style="list-style-type: none"> Read with Me Books Sing a Rhyme Songs/Books Informational Books (See titles at end of document.)
Imitates fluent models of reading	<ul style="list-style-type: none"> Read with Me Books Read Along Books Sing a Rhyme Songs/Books Informational Books (See titles at end of document.)
WRITING STANDARDS	
TEXT TYPES AND PURPOSES OF WRITING	
With prompting and support, uses a combination of drawing, dictating and writing to: <ol style="list-style-type: none"> Communicate opinions on topics of interest (e.g., My favorite food is...) 	<ul style="list-style-type: none"> Dots, Lines, and Circles Letter Picture Writing Letters Make Words
<ol style="list-style-type: none"> Communicate information about a topic 	<ul style="list-style-type: none"> Dots, Lines, and Circles Letter Picture Writing Letters Make Words
<ol style="list-style-type: none"> Tell a story 	<ul style="list-style-type: none"> Dots, Lines, and Circles Letter Picture Writing Letters Make Words
PRODUCTION & DISTRIBUTION OF WRITING	
With prompting and support: Shares drawing and writing with peers to gather additional ideas and/or answer questions	<ul style="list-style-type: none"> See “Family Engagement Resources” at end of document.
Recognizes that digital tools are used for communication and, with support and guidance uses them to convey messages in picture and/or words	Waterford exposes students to technology daily. Students use technologies, such as a computer, monitor, headphones, keyboard, mouse or touch pad to convey messages.

MAINE STANDARDS	WATERFORD DIGITAL RESOURCES
RESEARCH TO BUILD & PRESENT KNOWLEDGE-WRITING	
Participates in shared research and writing projects modeled by adults (e.g. class explores how tadpoles become frogs and create visuals)	<ul style="list-style-type: none"> • Science Investigation • Build Knowledge
With guidance and support, begins to recall information from experiences or gather information from different sources	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • Build Knowledge • Connect to Me



PRE-READING

Sing a Rhyme Songs & Books

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

Informational Books

Opposites, Pairs, Watch the Woolly Worm

Read with Me Books

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

Decodable Books

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

BASIC READING

Traditional Tales

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

Informational Books

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

Readable Books (Read or Record)

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

Readable (Walk-through/Jump-through/Record Titles)

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

FLUENT READING

Read-Along Books

Bad News Shoes; Up and Down; The Mighty Sparrow; The Four Seasons; I Met a Monster; David Next Door; Bandage Bandit; Rocks in My Socks; Great White Bird; The Snow Lion; Turtle's Pond; The Story Cloth; Lorenzo's Llama; Snake Weaves a Rug; The Crowded House; Sound; Noise? What Noise?; The Story of Tong and Mai Nhia; Duc Tho Le's Birthday Present; Poetry Book 1; Wendel Wandered; What If You Were an Octopus?; Today I Write a Letter; I Hate Peas; The Talking Lizard; Darren's Work; Sequoyah's Talking Leaves; The Bee's Secret; The Weather on Blackberry Lane; Little Tree; Treasures from the Loom; Poetry Book 2; Mr. Croaky Toad; White-tailed Deer; The Courage to Learn; How Rivers Began; Pencil Magic; Water; The Sweater; Drawing; All on the Same Earth; Elephant Upstairs; Reaching Above; The Pizza Book; What Will Sara Be?; Winter Snoozers; Why Wind and Water Fight; The Three Billy Goats Gruff; The Piñata Book; Discovering Dinosaurs; Macaw's Chorus; Amazing Tails; My Reptile Hospital; Movin' to the Music Time

Fluency Comprehension and Speed Titles

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

Informational Books

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

Readable Books (Record, Read, Listen) Titles

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

Sentence Dictation Titles

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

PRE-MATH & SCIENCE

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; 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

Science Books

That's What I Like: A Book about Seasons; I Want to Be a Scientist Like Jane Goodall; Mr. Mario's Neighborhood; Mela's Water Pot; I Want to Be a Scientist Like Wilbur and Orville Wright; 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

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

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

BASIC MATH & SCIENCE

Math & Science Books

One More Cat; Can You Guess? A Story for Two Voices; I Want to Be a Scientist Like Carl Linnaeus; I Want to Be a Scientist Like Antoni van Leeuwenhoek; Whatever the Weather; I Want to Be a Mathematician Like Sophie Germain; Water Is All Around; Mr. Romano's Secret: A Time Story; A Seed Grows; How Long is a Minute?; Marty's Mixed-up Mom; I Want to Be a Scientist Like Louis Pasteur; Pancakes Matter; Jump Rope Rhymes; Facts About Families; Fifteen Bayou Band; Hooray, Hooray for the One Hundredth Day!; Symmetry and Me; Animal Bodies; Everybody Needs to Eat; The Circus Came to Town; I Want to Be a Mathematician Like Thales; Bugs for Sale; Heads or Tails; Your Backyard; The Birds, the Beasts and the Bat; Halves and Fourths and Thirds; We All Exercise; Circus 20; Red Rock, River Rock; Painting by Number; I Want to Be a Scientist Like Joanne Simpson; Navajo Beads; Where in the World Would You Go Today?; I Want to Be a Scientist Like Wilbur and Orville Wright

FLUENT MATH & SCIENCE

Math & Science Books

The Snow Project; Chloe's Cracker Caper; What Sounds Say; Fossils Under Our Feet; The Boonville Nine; I Want to Be a Scientist Like Alexander von Humboldt; I Want to Be a Scientist Like Marie Curie; I Want to Be a Scientist Like Stephen Hawking; George and Jack; The Old Maple Tree; A Dinosaur's First Day; I Want to Be a Scientist Like Isaac Newton; My Family Campout; I Want to Be a Scientist Like Thomas Edison; Warm Soup for Dedushka; How Did the Chicken Cross the Road?; Inventions All Around; The Beginning of Numbers; I Want to Be a Mathematician Like Ada Byron Lovelace; Lightning Bells; Tyrannosaurus X 1; Halves and Fourths and Thirds; Navajo Beads; Red Rock, River Rock; I Want to Be a Mathematician Like Srinivasa Ramanujan; The Fraction Twins; Yangshi's Perimeter; I Want to Be a Mathematician Like Archimedes; Birds at My House; Painting by Number; The Fable Fair



FAMILY ENGAGEMENT RESOURCES

Parent resources are constantly being created, updated and modified according to the needs of Waterford UPSTART families. Please visit <http://www.waterfordupstart.org/resources-activities/> to see the most current resources and activities.

SAMPLE CATEGORIES AND ACTIVITIES

Educational Activities

Teaching Young Children about Dr. King; Snowflake Books, Crafts and Activities for Kids; Let it Snow, Let it Snow; Numbers, Counting, and Place Value with Cheerios; Writing Poems for Valentine's Day

Art

Let it Snow, Let it Snow, Let it Snow!; Springtime Ladybug Craft; Snowflake Books, Crafts and Activities for Kids; Being Thankful: A Thanksgiving Craft; Fire Safety Activities for Kids; Preschool Letter Recognition Collage Craft

Healthy & Safety

March Is National Nutrition Month, Emergency Preparedness for Kids, Fire Safety Activities for Kids

Helpful Hints

A Spring Snack, Craft and Book; Go Fish with a Math Twist; March Is National Nutrition Month, 12 Ways to Nurture a Love for Reading in Your Preschooler; Teaching Children Manners

Holidays

Writing Poems for Valentine's Day; Teach the Joy of Giving Year Round; St. Patrick's Day Books and Fun Food for Kids; Let it Snow, Let it Snow, Let it Snow!; Easter Egg Phonics Game; March Is National Nutrition Month; Teaching Young Children about Dr. King; Snowflake Books, Crafts and Activities for Kids; Being Thankful: A Thanksgiving Craft; Homemade Halloween Pizza; 13 Spooky Books for Halloween

Reading

Writing Poems for Valentine's Day; Teach the Joy of Giving Year Round; St. Patrick's Day Books and Fun Food for Kids; A Spring Snack, Craft and Book; Teaching Young Children about Dr. King; Snowflake Books, Crafts and Activities for Kids; Preschool Letter Recognition Collage Craft; 12 Ways to Nurture a Love for Reading in Your Preschooler; What You Can Do with Rusty and Rosy's 5 Strands of Reading; 13 Spooky Books for Halloween

Math & Science

Go Fish with a Math Twist, Numbers, Counting, and Place Value with Cheerios

Social and Emotional Learning

Teach the Joy of Giving Year Round, Go Fish with a Math Twist, Being Thankful: A Thanksgiving Craft, Emergency Preparedness for Kids, Teaching Children Manners, Personal Space Circle, Role Play, Shape Bag, Lots of Feelings, Telling the Truth

Social Studies

Teaching Young Children about Dr. King, Exploring Your Home City with Your Children

Technology

Going on an Alphabet Sound Hunt!

Coloring Printables

St. Patrick's Day, President's Day, Valentine's Day, Hair—Printable Book, Martin Luther King/Civil Rights Day, Andy's Adventure—Printable Book, Winter, New Year, Christmas, Kwanzaa, Hanukkah, Holiday Gifts, Thanksgiving, Halloween, Easter, Mother's Day, Spring

Printables

Helpful Hints: Use Incentive Cards; Before & After Time Worksheet; Calendar Cards; Calculator Worksheet #1; Science Experiment: Health; Keypad Practice Sheet; Senses Worksheet #1; Time Worksheet #1; Money Worksheet #2; Money Worksheet #1; Math Fact Cards: Subtracting; Subtracting Worksheet #1; Newsletter: Time; Practice Clock; Sing Around the World: Letter A; Sing a Rhyme: Letter A; Letter Aa Newsletter; Lowercase a Worksheet; Capital A Worksheet; Letter Puppet A; Letter Sound Chart; ABC Song Book; Block Letter Chart—Lower Case; Block Letter Chart—Capital

Early Learning Standards: Expresses Emotions and Feelings, Develops Self-Control by Regulating Impulses and Feelings, Employs Positive Social Behaviors with Peers and Adults, Participates in Cooperative Play, Develops Skills to Interact Cooperatively with Others

Helpful Hints: Establish a Daily Routine, Create a Good Learning Environment

WATERFORD MENTOR

Waterford Mentor is a secure website where Waterford UPSTART families log in to see their child's usage and learning achievements. Families also receive short messages with ideas on how to engage in their child's learning and have access to hundreds of resources and activities.

The Waterford UPSTART Activity Books are available to many families. These books include resources designed specifically for young children as well as family activities for reading, writing, math, and science.

