

# CURRICULUM *Correlation*

*Waterford  
UPSTART*

**100%**

*Tennessee  
Early Learning  
Developmental  
Standards (2018)*

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TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES
<b>APPROACHES TO LEARNING (PK.AL)</b>	
<b>CREATIVITY: ACTIVELY ENGAGE IN LEARNING WITH CURIOSITY, FLEXIBILITY, AND OPENNESS TO NEW IDEAS.</b>	
PK.AL.CR.1 Independently interact with a variety of materials through multiple play activities.	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul>
PK.AL.CR.2 Self-select play activities to support own curiosity and to engage in pretend and imaginative play (e.g., testing theories, acting out imagination).	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul>
PK.AL.CR.3 Choose materials/props and use novel ways to represent ideas, characters, and objects in symbolic play.	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Papa's Play</li> <li>• Soup's On!</li> <li>• Perfect Present</li> </ul>
PK.AL.CR.4 Demonstrate a willingness to engage in new experiences and activities.	<ul style="list-style-type: none"> <li>• See "Family Engagment Resources" at end of document.</li> </ul>
<b>SELF-REGULATION: ENGAGE IN LEARNING TO EFFECTIVELY PLAN AND PROBLEM SOLVE.</b>	
PK.AL.SR.5 Maintain focus appropriate to completing a task and/or learning activity.	Waterford helps children build persistence by allowing them to click Repeat to hear instructions repeated and by providing visual clues when children need extra assistance to finish a task.
PK.AL.SR.6 Persist in solving a problem or question, with adult prompting.	Waterford provides support throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.
PK.AL.SR.7 Reflect and plan a logical series of steps to accomplish a task, such as writing a message, completing a puzzle, drawing a picture, or building a block structure.	<ul style="list-style-type: none"> <li>• Squirrel's Sketches</li> <li>• Perfect Present</li> <li>• Party Time</li> </ul>
<b>CRITICAL THINKING: ACTIVELY INQUIRE AND REFLECT ABOUT NEW IDEAS AND ACTIVITIES.</b>	
PK.AL.CT.8 Seek additional clarity to further own knowledge (e.g., asks what, how, why, when, where, and/or what if).	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• 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</li> </ul>
PK.AL.CT.9 Demonstrate an awareness of connection between prior and new knowledge.	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Build Knowledge</li> </ul>
PK.AL.CT.10 Identify a problem and attempt multiple ways to solve it, with or without assistance.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot Basket</li> <li>• Perfect Present</li> <li>• Musical Mayhem</li> <li>• Boo Hoo Baby</li> </ul>
<b>COMMUNICATION: ACTIVELY ENGAGE IN CONVERSATIONS WITH ADULTS AND PEERS.</b>	
PK.AL.CO.11 Ask and respond to questions with peers and adults in individual and group activities.	Question and response conversations within Waterford's Social Emotional videos provide examples for students to ask and answer questions.
AL.PK.CO.12 Seek assistance and/or information when needed to complete a task.	Waterford provides support throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.

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<b>COLLABORATION: ACTIVELY ENGAGE IN LEARNING WITH OTHER PEOPLE.</b>	
PK.AL.CB.13 Engage in play-based, student-directed activities with a peer or peers (e.g., dramatic play, block building, symbolic play in recess) for at least 15 consecutive minutes, at multiple times throughout the year.	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul>
PK.AL.CB.14 Demonstrate a willingness to collaborate with others to solve a problem.	Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
<b>SOCIAL AND PERSONAL COMPETENCIES (PK.SPC)</b>	
<b>SELF-AWARENESS: DEMONSTRATE AN AWARENESS OF EMOTIONS, PERSONAL QUALITIES AND INTERESTS, PERSONAL ABILITIES, AND SENSE OF PERSONAL RESPONSIBILITY.</b>	
PK.SPC.SA.1 Express feelings, needs, opinions, and desires in a way which is appropriate to the situation.	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Find Me!</li> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Soup's On!</li> </ul>
PK.SPC.SA.2 Appropriately name types of emotions (e.g., happy, sad, frustrated) and associate them with different facial expressions, words, and behaviors.	<ul style="list-style-type: none"> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> <li>• Boo Hoo Baby</li> <li>• Soup's On!</li> <li>• Clubhouse</li> <li>• Marmot Basket</li> <li>• Perfect Present</li> <li>• Lost and Found</li> <li>• Find Me!</li> </ul>
PK.SPC.SA.3 Describe self using several different identifying characteristics and/or unique qualities (e.g., abilities, interests, gender, culture).	<ul style="list-style-type: none"> <li>• Book: Mine</li> </ul>
PK.SPC.SA.4 Develop a basic awareness of self as an individual, self within the context of family, and self within the context of community.	<ul style="list-style-type: none"> <li>• My Name Is Squirrel</li> <li>• My Family</li> <li>• Clubhouse</li> </ul>
PK.SPC.SA.5 Display sense of accomplishment, contentment, and acknowledgement when completing a task or solving a problem.	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Musical Mayhem</li> <li>• Squirrel's Sketches</li> </ul>
PK.SPC.SA.6 Seek and accept guidance from primary caregivers, teachers, and other familiar adults.	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Lost and Found</li> </ul>
PK.SPC.SA.7 Demonstrate an understanding of rules through actions and conversations.	<ul style="list-style-type: none"> <li>• See "Family Engagment Resources" at end of document.</li> </ul>
PK.SPC.SA.8 Use materials purposefully, safely, and respectfully as set by group rules.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the rights and property of others as well as their own.

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES
<b>SELF-MANAGEMENT: UNDERSTAND AND USE STRATEGIES FOR MANAGING EMOTIONS AND BEHAVIORS CONSTRUCTIVELY.</b>	
PK.SPC.SM.1 Express feelings, needs, opinions, and desires and begin to identify causal relationships.	<ul style="list-style-type: none"> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> <li>• Boo Hoo Baby</li> <li>• Soup's On!</li> <li>• Clubhouse</li> <li>• Marmot Basket</li> <li>• Perfect Present</li> <li>• Lost and Found</li> <li>• Find Me!</li> </ul>
PK.SPC.SM.2 Demonstrate ability to modify behavior in different situations using multiple problem solving strategies (e.g., trade, take turns, share, wait) with or without adult guidance and support.	Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
<b>SOCIAL AWARENESS: DEMONSTRATE AWARENESS AND CONSIDERATION OF OTHER PEOPLE'S EMOTIONS, PERSPECTIVES, AND SOCIAL CUES.</b>	
PK.SPC.SCA.1 Show empathy and caring for others.	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Musical Mayhem</li> </ul>
PK.SPC.SCA.2 Demonstrate an understanding of how personal choices impact others.	<ul style="list-style-type: none"> <li>• Do I Have To?</li> </ul>
<b>RELATIONSHIP SKILLS: USE POSITIVE COMMUNICATION SKILLS TO INTERACT EFFECTIVELY WITH OTHERS.</b>	
PK.SPC.RS.1 Seek assistance and/or information when needed to complete a task.	Children accomplish challenging tasks with ongoing support and encouragement. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.
PK.SPC.RS.2 Interact and develop positive relationships with significant adults (e.g., primary caregivers, teachers, and other familiar adults).	<ul style="list-style-type: none"> <li>• See "Family Engagment Resources" at end of document.</li> </ul>
PK.SPC.RS.3 Initiate play and interact positively with another child or children.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot Basket</li> </ul>
PK.SPC.RS.4 Develop friendship skills (e.g., help, share, take turns, give compliments) with increasing ease and comfort to sustain interaction by cooperating, helping, and suggesting new ideas for play.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES
<b>ENGLISH LANGUAGE ARTS</b>	
<b>READING STANDARDS KEY IDEAS AND DETAILS—STANDARD #1 R.KID.1</b>	
Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
PK.RI.KID.1 With modeling, prompting, and support, ask and answer questions about informational text read aloud.	<ul style="list-style-type: none"> <li>• Informational Books</li> <li>• Math Books</li> <li>• Science Books (See titles at end of document.)</li> <li>• Find an Answer</li> <li>• Build Knowledge</li> </ul>
PK.RL.KID.1 With modeling, prompting, and support, ask, and answer questions about a story read aloud.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Decodable Books (See titles at end of document.)</li> <li>• Find an Answer</li> <li>• Sum Up, Five Ws</li> </ul>
<b>READING STANDARDS KEY IDEAS AND DETAILS—STANDARD #2 R.KID.2</b>	
Determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and ideas.	
PK.RI.KID.2 With prompting and support, orally identify a main topic and retell details of texts, discussions, and activities.	<ul style="list-style-type: none"> <li>• Sum Up, Five Ws</li> <li>• Describe Characters</li> </ul>
PK.RL.KID.2 With prompting and support, orally retell familiar stories including details.	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> <li>• Read with Me Books (See titles at end of document.)</li> <li>• What Comes Next?</li> <li>• Sum Up, Remember Order</li> </ul>
<b>READING STANDARDS KEY IDEAS AND DETAILS—STANDARD #3 R.KID.3</b>	
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
PK.RI.KID.3 With prompting and support, orally identify the connection between information in a text to personal experience or other text.	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Build Knowledge</li> </ul>
PK.RL.KID.3 With prompting and support, orally identify characters, settings, and events from a familiar story.	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Sum Up, Five Ws</li> </ul>
<b>READING STANDARDS CRAFT AND STRUCTURE—STANDARD #4 R.CS.4</b>	
Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
PK.RI.CS.4 With prompting and support, answer questions about the meaning of words and phrases in a text relevant to pre-K topic or subject area.	Waterford online books include bolded vocabulary words. When clicked, students hear a slowed pronunciation and definition and they see a pop-up with the definition and an illustration.
PK.RL.CS.4 With prompting and support, respond to questions about the meaning of unknown words in a story.	Waterford online books include bolded vocabulary words. When clicked, students hear a slowed pronunciation and definition and they see a pop-up with the definition and an illustration.

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<b>READING STANDARDS CRAFT AND STRUCTURE—STANDARD #5 R.CS.5</b>	
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
PK.RI.CS.5 Recognize various text features.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>
PK.RL.CS.5 Recognize common types of text.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>
<b>READING STANDARDS CRAFT AND STRUCTURE—STANDARD #6 R.CS.6</b>	
Assess how point of view or purpose shapes the content and style of a text.	
PK.RI.CS.6 With prompting and support, answer questions about who is presenting ideas or information in a text.	<ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document .)</li> </ul>
PK.RL.CS.6 With prompting and support, answer questions about who is telling a story.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
<b>READING STANDARDS INTEGRATION OF KNOWLEDGE AND IDEAS—STANDARD #7 R.IKI.7</b>	
Assess how point of view or purpose shapes the content and style of a text.	
PK.RI.IKI.7 With prompting and support, orally describe the relationship between illustrations and the text in which they appear.	<ul style="list-style-type: none"> <li>• Words Tell About the Pictures</li> </ul>
PK.RL.IKI.7 With prompting and support, orally describe the relationship between illustrations and the story in which they appear.	<ul style="list-style-type: none"> <li>• Words Tell About the Pictures</li> <li>• Peek at the Story</li> </ul>
<b>READING STANDARDS INTEGRATION OF KNOWLEDGE AND IDEAS—STANDARD #8 R.IKI.8</b>	
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of evidence.	
PK.RI.IKI.8 This standard begins in Kindergarten.	
PK.RL.IKI.8 Not applicable to literature.	
<b>READING STANDARDS INTEGRATION OF KNOWLEDGE AND IDEAS—STANDARD #9 R.IKI.9</b>	
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.	
PK.RI.IKI.9 With prompting and support, orally identify basic similarities and differences between two texts on the same topic.	<ul style="list-style-type: none"> <li>• Books: Garden Visitors and Creepy Crawlers</li> </ul>
PK.RL.IKI.9 With prompting and support, orally compare and contrast the experiences of characters in a story to personal experience or to the experiences of characters in another familiar story.	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Build Knowledge</li> <li>• Describe Characters</li> <li>• Compare Characters</li> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>

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<b>READING STANDARDS RANGE OF READING AND LEVEL OF TEXT COMPLEXITY—STANDARD #10</b>	
Read and comprehend complex literary and informational texts independently and proficiently.	
PK.RI.RRTC.10 Listen and respond to informational texts of appropriate complexity for pre-K.	<ul style="list-style-type: none"> <li>• Informational Books</li> <li>• Math Books</li> <li>• Science Books (See titles at end of document.)</li> <li>• Build Knowledge</li> </ul>
PK.RL.RRTC.10 Listen and respond to stories and poems of appropriate complexity for pre-K.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Decodable Books (See titles at end of document.)</li> </ul>
<b>FOUNDATIONAL LITERACY STANDARDS PRINT CONCEPTS—STANDARD #1 FL.PC.1</b>	
Demonstrate understanding of the organization and basic features of print.	
PK.FL.PC.1 Demonstrate understanding of the organization and basic features of print. a. Handle books appropriately, right-side-up, turning pages one at a time, and front to back.	<p>Online books and text within the software illustrate left-to right, top-to-bottom, return-sweep, and letter-spacing motions with highlighted text that helps show the sequence of print.</p> <ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> </ul>
b. Recognize that spoken words can be written and read.	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Letters Make Words</li> <li>• Words Tell About the Pictures</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
c. With guidance and support, understand that words are made up of alphabet letters.	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• ABC Songs</li> <li>• Letter Pictures</li> <li>• Letters Make Words</li> <li>• Words Tell About the Pictures</li> </ul>
d. Recognize familiar uppercase letters and some of the most common lowercase letters.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Distinguish Letters</li> <li>• Letter Pictures</li> <li>• Letter Picture Writing</li> <li>• Similarities and Differences in Letters</li> <li>• Fast Letter Fun</li> <li>• What's Your Name?</li> <li>• Hidden Pictures</li> </ul>
e. Distinguish between pictures and words.	<ul style="list-style-type: none"> <li>• Distinguish Letters</li> <li>• Letters Make Words</li> </ul>



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<b>FOUNDATIONAL LITERACY STANDARDS PHONOLOGICAL AWARENESS—STANDARD #2 FL.PA.2</b>	
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
PK.FL.PA.2 Demonstrate increasing understanding of spoken words, syllables, and sounds (phonemes) through oral language and with guidance and support. <ol style="list-style-type: none"> <li>a. Recognize and discriminate between rhyming words in spoken language.</li> </ol>	<ul style="list-style-type: none"> <li>• Song: Rhyming Words</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
<ol style="list-style-type: none"> <li value="2">b. Begin to pronounce and identify syllables in familiar words and words in a sentence.</li> </ol>	<ul style="list-style-type: none"> <li>• Syllables</li> <li>• Syllable Safari</li> <li>• Look, Listen, and Match</li> </ul>
<ol style="list-style-type: none"> <li value="3">c. Begin to blend and segment onsets and rhymes of single-syllable spoken words.</li> </ol>	<ul style="list-style-type: none"> <li>• Blend Onset/Rime</li> <li>• Blending</li> <li>• Blending Dragon</li> <li>• Blending Riddles</li> <li>• Blend Every Sound</li> <li>• Find the Picture</li> </ul>
<ol style="list-style-type: none"> <li value="4">d. Begin to isolate and pronounce the initial, final, and/or medial vowel sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.</li> </ol>	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Final Sound</li> <li>• Right Final Sound</li> <li>• Where Is the Sound?</li> <li>• Barnyard Bash</li> <li>• Choose a Sound</li> <li>• Sound Room</li> </ul>
<ol style="list-style-type: none"> <li value="5">e. Identify whether or not two words begin or end with the same sound.</li> </ol>	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Final Sound</li> <li>• Right Final Sound</li> <li>• Choose a Sound</li> <li>• Sound Room</li> </ul>
<b>FOUNDATIONAL LITERACY STANDARDS PHONICS AND WORD RECOGNITION—STANDARD #3 FL.PWR.3</b>	
Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.	
PK.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. <ol style="list-style-type: none"> <li>a. Begin to demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for familiar consonants.</li> </ol>	<ul style="list-style-type: none"> <li>• Get Started with Sounds</li> <li>• Sound Songs</li> <li>• Letter Sound</li> <li>• Name That Letter Sound</li> <li>• Blend Every Sound</li> <li>• Where Is the Sound?</li> <li>• One, Two, Three Sounds</li> <li>• Barnyard Bash</li> <li>• Circus Clown Climbers</li> <li>• Make a Scene</li> </ul>
<ol style="list-style-type: none"> <li value="2">b. Recognize high-frequency words by sight, including own name and other familiar words in the environment</li> </ol>	<ul style="list-style-type: none"> <li>• Power Words</li> <li>• What's Your Name?</li> </ul>

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Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text <i>continued</i> .	
<p>c. Begin to decode regularly spelled CVC words.</p>	<ul style="list-style-type: none"> <li>• Blend Decodable Words</li> <li>• Blending Riddles</li> <li>• Blend Every Sound</li> <li>• Circus Clown Climbers</li> <li>• Barnyard Bash</li> <li>• Stick 'n' Spell</li> <li>• Decodable Books</li> </ul> <p>(See titles at end of document.)</p>
<b>FOUNDATIONAL LITERACY STANDARDS WORD COMPOSITION—STANDARD #4 FL.WC.4</b>	
Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.	
<p>PK.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words.</p> <p>a. Begin to recognize the difference between upper and lowercase letters.</p>	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Pictures: Capital Letters; Lowercase Letters</li> <li>• Letter Picture Writing</li> <li>• Letter Checker</li> <li>• Fast Letter Fun</li> <li>• Name That Letter: Capital Letters; Lowercase Letters</li> </ul>
<p>b. Begin to print the distinctive features of letter forms (circle, line, diagonal, crossed lines, etc.).</p>	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Picture Writing</li> </ul>
<b>FOUNDATIONAL LITERACY STANDARDS FLUENCY—STANDARD #5 FL.F.5</b>	
Read with sufficient accuracy and fluency to support comprehension.	
<p>PK.F.5 Interact with text to support comprehension.</p> <p>a. Use illustrations to retell story events in familiar picture books.</p>	<ul style="list-style-type: none"> <li>• Picture Story</li> <li>• What Comes Next?</li> <li>• Sum Up, Remember Order</li> </ul>
<b>FOUNDATIONAL LITERACY STANDARDS SENTENCE COMPOSITION—STANDARD #6 FL.SC.6</b>	
Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.	
<p>PK.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking, and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult modeling, guidance, and support.</p> <p>a. With modeling or verbal prompts, orally produce complete sentences.</p>	<p>Waterford’s Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters communicate in complete sentences.</p> <ul style="list-style-type: none"> <li>• Song: What Is a Sentence?</li> <li>• Sentences</li> </ul>
<p>b. Follow one-to-one correspondence between voice and print when writing a sentence or sentence fragment, or when rereading a dictated sentence.</p>	<p>Online books and text within the software highlight words as they are read by the narrator showing one-to-one correspondence between voice and print.</p> <ul style="list-style-type: none"> <li>• Song: What Is a Sentence?</li> <li>• Sentences</li> <li>• Look, Listen, and Match</li> </ul>
<p>c. Use frequently occurring nouns and verbs when speaking and in shared language activities.</p>	<ul style="list-style-type: none"> <li>• Songs: Nouns; Verbs</li> <li>• Nouns</li> <li>• Verbs</li> </ul>

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES
<p>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing <i>continued</i>.</p>	
<p>d. Form regular plural nouns when speaking and in shared language activities.</p>	<ul style="list-style-type: none"> <li>• Songs: More Than One; Nouns</li> <li>• Plural Nouns</li> </ul>
<p>e. Understand and use question words (interrogatives) when speaking and in shared language activities.</p>	<p>Question and response conversations within Waterford’s Social Emotional videos provide examples for students to ask questions.</p> <ul style="list-style-type: none"> <li>• Sum Up, Five Ws</li> </ul>
<p>f. With prompting and support, use the most frequently occurring prepositions when speaking and in shared language activities.</p>	<ul style="list-style-type: none"> <li>• Song: Preposition Ship</li> </ul>
<p>g. With prompting and support, produce and expand complete sentences in shared language activities.</p>	<p>Waterford’s Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate in complete sentences.</p>
<p>h. Begin to recognize that a name begins with a capital letter.</p>	<ul style="list-style-type: none"> <li>• Song: Capital Letters (Proper Nouns)</li> </ul>
<p><b>FOUNDATIONAL LITERACY STANDARDS VOCABULARY ACQUISITION—STANDARD #7 FL.VA.7</b></p>	
<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	
<p>PK.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on pre-K conversations, reading, and content.</p> <p>(1) Identify new meanings for familiar words and apply them accurately.</p> <p>(2) Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.</p>	<p>Waterford online books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a pop-up with the definition and an illustration.</p> <ul style="list-style-type: none"> <li>• Songs: Put It At the Front; Put It At the End</li> <li>• Vocabulary</li> <li>• Prefixes</li> <li>• Suffixes</li> </ul>
<p>PK.FL.VA.7b With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>(1) Sort common objects into categories to gain a sense of the concepts the categories represent.</p> <p>(2) Demonstrate understanding of frequently occurring verbs and adjectives.</p> <p>(3) Make real-life connections between words and their use.</p> <p>(4) Distinguish shades of meaning among familiar verbs describing the same general action. (i.e., jog/sprint)</p>	<ul style="list-style-type: none"> <li>• Songs: All Sorts of Laundry; Adjectives Describe; Verbs; Synonym Tree</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> <li>• Verbs</li> <li>• Adjectives</li> <li>• Build Knowledge</li> </ul>
<p>PK.FL.VA.7c Use words and phrases acquired through conversations, being read to, and responding to texts.</p>	<p>All Waterford books and activities provide opportunities for students to use words and phrases acquired through conversation—to read, be read to, and respond to texts.</p> <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Decodable Books</li> </ul> <p>(See titles at end of document.)</p>

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES
<b>WRITING STANDARDS TEXT TYPES AND PROTOCOL—STANDARD #1 W.TTP.1</b>	
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
PK.W.TTP.1 With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to express a preference, opinion, or idea about a specific topic or text.	Waterford encourages everyone to have writing and art materials available for children’s creations. <ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Picture Writing</li> </ul>
<b>WRITING STANDARDS TEXT TYPES AND PROTOCOL—STANDARD #2 W.TTP.2</b>	
Write information/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
PK.W.TTP.2 With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to explain information about a familiar topic or informational text.	Waterford encourages everyone to have writing and art materials available for children’s creations. <ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Picture Writing</li> </ul>
<b>WRITING STANDARDS TEXT TYPES AND PROTOCOL—STANDARD #3 W.TTP.3</b>	
Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	
PK.W.TTP.3 With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to narrate a single event.	Waterford encourages everyone to have writing and art materials available for children’s creations. <ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Picture Writing</li> </ul>
<b>WRITING STANDARDS PRODUCTION AND DISTRIBUTION OF WRITING—STANDARD #4 W.PDW.4</b>	
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	
PK.W.PDW.4 With modeling, guidance, and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	Waterford encourages everyone to have writing and art materials available for children’s creations. <ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Picture Writing</li> </ul>
<b>WRITING STANDARDS PRODUCTION AND DISTRIBUTION OF WRITING—STANDARD #5 W.PDW.5</b>	
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
PK.W.PDW.5 With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen drawing, dictating and/or emergent writing as needed.	Waterford encourages everyone to have writing and art materials available for children’s creations.
<b>WRITING STANDARDS PRODUCTION AND DISTRIBUTION OF WRITING—STANDARD #6 W.PDW.6</b>	
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
PK.W.PDW.6 This standard begins in Kindergarten.	

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<b>WRITING STANDARDS RESEARCH TO BUILD AND PRESENT KNOWLEDGE—STANDARD #7 W.RBPK.7</b>	
Conduct short but more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.	
PK.W.RBPK.7 With modeling, guidance, and support, participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
<b>WRITING STANDARDS RESEARCH TO BUILD AND PRESENT KNOWLEDGE—STANDARD #8 W.RBPK.8</b>	
Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.	
PK.W.RBPK.8 With modeling, guidance, and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> <li>• Build Knowledge</li> <li>• Connect to Me</li> <li>• Read with Me Books</li> <li>• Informational Books</li> <li>• Decodable Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
<b>WRITING STANDARDS RESEARCH TO BUILD AND PRESENT KNOWLEDGE—STANDARD #9 W.RBPK.9</b>	
Draw evidence from literary or informational texts to support analysis, reflection, and research.	
PK.W. RBPK.9 This standard begins in Grade 4.	
<b>WRITING STANDARDS RANGE OF WRITING—STANDARD #10 W.RW.10</b>	
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
PK.W.RBPK.10 With modeling, guidance, and support from adults, engage routinely in drawing, dictating, and emergent writing activities for a range of tasks, purposes, and audiences.	Waterford encourages everyone to have writing and art materials available for children’s creations.
<b>SPEAKING AND LISTENING STANDARDS COMPREHENSION AND COLLABORATION—STANDARD #1 SL.CC.1</b>	
Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others’ ideas and expressing their own clearly and persuasively.	
PK.SL.CC.1 Participate with varied peers and adults in collaborative conversations across activities throughout the day. <ol style="list-style-type: none"> <li>i. a. Demonstrate appropriate conversational interactions including taking turns, listening, speaking, answering questions, and wait time.</li> </ol>	Waterford’s Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters communicate in complete sentences.
<b>SPEAKING AND LISTENING STANDARDS COMPREHENSION AND COLLABORATION—STANDARD #2 SL.CC.2</b>	
Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.	
PK.SL.CC.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details, or by retelling, acting out, or representing key details through work in centers.	Question and response conversations within Waterford’s Social Emotional videos provide examples for students to ask questions. <ul style="list-style-type: none"> <li>• Look At Details</li> <li>• Sum Up, Remember Order</li> <li>• Sum Up, Five Ws</li> </ul>

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES
<b>SPEAKING AND LISTENING STANDARDS COMPREHENSION AND COLLABORATION—STANDARD #3 SL.CC.3</b>	
Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	
PK.SL.CC.3 With prompting and support, ask and answer questions about what a speaker says in order to seek help, get information, or clarify something that is not understood.	Question and response conversations within Waterford’s Social Emotional videos provide examples for students to ask questions. <ul style="list-style-type: none"> <li>• Sum Up, Five Ws</li> <li>• Science Investigation</li> </ul>
<b>SPEAKING AND LISTENING STANDARDS PRESENTATION OF KNOWLEDGE AND IDEAS—STANDARD #4 SL.PKI.4</b>	
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.	
PK.SL.PKI.4 Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.	<ul style="list-style-type: none"> <li>• Song: Adjectives Describe</li> <li>• Look at Details</li> </ul>
<b>SPEAKING AND LISTENING STANDARDS PRESENTATION OF KNOWLEDGE AND IDEAS—STANDARD #5 SL.PKI.5</b>	
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
PK.SL.PKI.5 Create representations and extensions of experiences or stories through writing, drawing, and open-ended materials in centers, and discuss them with others.	Waterford encourages everyone to have writing and art materials available for children’s creations.
<b>SPEAKING AND LISTENING STANDARDS PRESENTATION OF KNOWLEDGE AND IDEAS—STANDARD #6 SL.PKI.</b>	
Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
PK.SL.PKI.6 With modeling, guidance, and support, express thoughts, feelings, and ideas through speaking.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
<b>MATHEMATICS</b>	
<b>COUNTING AND CARDINALITY (CC): STANDARD A</b>	
Know number names and the counting sequence.	
PK.CC.A.1 Count forward from 1 to 30.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Number Recognition and Sense</li> <li>• Counting Puzzle</li> <li>• Dot to Dot</li> </ul>
PK.CC.A.2 This standard begins in Kindergarten.	
PK.CC.A.3 Begin to print the distinctive features of numerals (i.e., circle, line, diagonal, crossed lines).	<ul style="list-style-type: none"> <li>• Explain Numbers</li> <li>• Dots, Lines, and Circles</li> <li>• Number Instruction</li> <li>• Number Recognition and Sense</li> </ul>
PK.CC.A.4 Begin to name numerals 0-10.	<ul style="list-style-type: none"> <li>• Explain Numbers</li> <li>• Number Instruction</li> <li>• Number Recognition and Sense</li> </ul>

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES
<b>COUNTING AND CARDINALITY (CC): STANDARD B</b>	
Count to tell the number of objects.	
<p>PK.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>a. When counting objects, say the number names in the standard order, using one-to-one correspondence.</p>	<ul style="list-style-type: none"> <li>• One-to-one Correspondence</li> <li>• Counting Songs</li> <li>• Order Numbers</li> <li>• Make and Count Groups</li> <li>• Number Instruction</li> <li>• Number Recognition and Sense</li> <li>• Counting Puzzle</li> </ul>
<p>b. Understand that the last number name said tells the number of objects counted.</p>	<ul style="list-style-type: none"> <li>• Number Instruction</li> <li>• Number Recognition and Sense</li> <li>• One-to-one Correspondence</li> <li>• Make and Count Groups</li> <li>• Counting Songs</li> <li>• Number Counting</li> </ul>
<p>c. Recognize that one more object added to a group of objects changes the quantity as a whole.</p>	<ul style="list-style-type: none"> <li>• Song: Counting On</li> <li>• Count On</li> <li>• Count On by 1</li> <li>• Make and Count Groups</li> <li>• Number Recognition and Sense</li> <li>• Counting Songs</li> <li>• Number Books</li> </ul>
<p>PK.CC.B.5 Understand that a number represents a corresponding quantity.</p> <p>a. Subitize quantities up to 5 (i.e., the ability to look at a quantity and say the quantity [1-5] quickly, just by looking).</p>	<ul style="list-style-type: none"> <li>• Moving Target (Dots)</li> <li>• Make and Count Groups</li> </ul>
<p>b. Given a number from 1-10, count out that many objects.</p>	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Number Recognition and Sense</li> <li>• Counting Puzzle</li> <li>• Make and Count Groups</li> <li>• One-to-one Correspondence</li> </ul>
<p>c. With guidance and support, count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle.</p>	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Number Recognition and Sense</li> <li>• Counting Puzzle</li> <li>• Make and Count Groups</li> <li>• One-to-one Correspondence</li> </ul>
<p>d. With guidance and support, count to answer “how many?” questions about as many as 5 things in a scattered configuration.</p>	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Number Recognition and Sense</li> <li>• Counting Puzzle</li> <li>• Make and Count Groups</li> <li>• One-to-one Correspondence</li> </ul>

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES
<b>OPERATIONS AND ALGEBRAIC THINKING (OA): STANDARD A</b>	
Compare numbers.	
<p>PK.CC.C.6 Use comparative language, such as more/less than or equal to, to compare and describe collections of objects.</p>	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Book: For the Birds</li> <li>• More Than</li> <li>• Fewer Than</li> <li>• Greater Than, Less Than</li> <li>• More Than, Fewer Than</li> </ul>
<p>PK.CC.C.7 This standard begins in Kindergarten</p>	
<b>OPERATIONS AND ALGEBRAIC THINKING (OA): STANDARD A</b>	
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	
<p>PK.OA.A.1 With guidance and support, begin to represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.</p>	<ul style="list-style-type: none"> <li>• Songs: Pirates Can Add; On the Bayou; Addition; Bakery Subtraction; Circus Subtraction</li> <li>• Book: Five Delicious Muffins</li> <li>• Addition</li> <li>• Subtraction</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> </ul>
<p>PK.OA.A.2 With guidance and support, begin to solve addition and subtraction word problems, and add and subtract within 5 (e.g., by using objects or drawings to represent the problem).</p>	<ul style="list-style-type: none"> <li>• Songs: Pirates Can Add; On the Bayou; Addition; Bakery Subtraction; Circus Subtraction</li> <li>• Book: Five Delicious Muffins</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> <li>• Sums to 5</li> <li>• Subtract from 5</li> <li>• Minuends to 5</li> <li>• Add Groups to 5</li> </ul>
<p>PK.OA.A.3 Compose and decompose numbers to 5, in more than one way, by using objects or drawings.</p>	<ul style="list-style-type: none"> <li>• Songs: Pirates Can Add; On the Bayou; Addition; Bakery Subtraction; Circus Subtraction</li> <li>• Book: Five Delicious Muffins</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> <li>• Sums to 5</li> <li>• Subtract from 5</li> <li>• Minuends to 5</li> <li>• Add Groups to 5</li> </ul>
<p>PK.OA.A.4 Show, through the use of concrete objects or drawings, the number needed to make up to 5 when added to any given number from 0-5.</p>	<ul style="list-style-type: none"> <li>• Songs: Pirates Can Add; On the Bayou; Addition</li> <li>• Act Out Addition</li> <li>• Sums to 5</li> <li>• Add Groups to 5</li> </ul>
<p>PK.OA.A.5 This standard begins in Kindergarten.</p>	
<b>NUMBER AND OPERATIONS IN BASE TEN (NBT): STANDARD A</b>	
Work with numbers 11-19 to gain foundations for place value.	
<p>PK.NBT.A.1. This standard begins in Kindergarten.</p>	



TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES
<b>MEASUREMENT AND DATA (MD): STANDARD A</b>	
Describe and compare measurable attributes.	
PK.MD.A.1 Describe measurable attributes of a single object, such as length, width, height.	<ul style="list-style-type: none"> <li>• Song: Measuring Plants</li> <li>• Length</li> </ul>
PK.MD.A.2 Compare the attributes of two or more concrete objects and use words to define attributes of the objects (i.e. heavier/lighter, longer/shorter, etc.).	<ul style="list-style-type: none"> <li>• Song: Savanna Size</li> <li>• Size</li> <li>• Big and Little</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> </ul>
<b>MEASUREMENT AND DATA (MD): STANDARD B</b>	
Work with money.	
PK.MD.B.3 Begin to recognize currency and its purpose.	<ul style="list-style-type: none"> <li>• Song: Save Your Pennies</li> <li>• Coin Identification</li> </ul>
<b>MEASUREMENT AND DATA (MD): STANDARD C</b>	
Classify objects and count the number of objects in each category.	
PK.MD.C.4 Sort a collection of objects into given categories using more than one attribute.	<ul style="list-style-type: none"> <li>• Songs: All Sorts of Laundry; Colors, Colors</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> <li>• Size</li> <li>• Red, Yellow, and Blue</li> <li>• Color Practice</li> <li>• Similar Figures</li> </ul>
<b>GEOMETRY: STANDARD A</b>	
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	
PK.G.A.1 Begin to use relative position words in appropriate context, such as above, below, beside, and between.	<ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs; Monster Trucks</li> <li>• Book: Up in the Air</li> <li>• Position</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> <li>• Right, Left</li> <li>• Over, Under, Above, Below</li> <li>• Inside, Outside, Between</li> <li>• First, Next, and Last</li> <li>• First, Middle, Last</li> </ul>
PK.G.A.2 Correctly name some two-dimensional shapes.	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Simple Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>
PK.G.A.3 Begin to explore shapes as two-dimensional or three-dimensional.	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Simple Shapes</li> <li>• Space Shapes</li> <li>• World Shapes</li> <li>• Solid Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) <i>continued</i> .	
PK.G.A.4 Begin to describe objects in the environment using names of shapes.	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Simple Shapes</li> <li>• Space Shapes</li> <li>• World Shapes</li> <li>• Solid Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>
<b>GEOMETRY: STANDARD B</b>	
Analyze, compare, create, and compose shapes.	
PK.G.B.4 Describe similarities and differences between two-dimensional shapes.	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Simple Shapes</li> <li>• Similar Figures</li> <li>• Symmetry</li> <li>• Congruence</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>
PK.G.B.5 Model shapes in the world by building and drawing shapes.	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul>
PK.G.B.6 Begin to recognize smaller shapes within a larger shape, including that some shapes can be put together to make a new shape.	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul>
<b>SCIENCE</b>	
<b>PHYSICAL SCIENCE (PS):</b>	
Matter and its interactions.	
PK.PS1.01 a. Describe and categorize objects based on their observable properties.	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Materials</li> <li>• Magnets</li> <li>• Solid and Liquid</li> </ul>
b. Demonstrate an awareness that matter exist in different states (i.e., solid and liquid) and that matter changes as a result of changes in its environment.	<ul style="list-style-type: none"> <li>• Songs: Solid or Liquid; Matter</li> <li>• Book: Pancakes Matter</li> <li>• Matter</li> <li>• States of Water</li> <li>• Solid and Liquid</li> </ul>
c. Observe, predict, and describe how objects move using common motion related vocabulary (e.g., straight, fast/slow, up/down, zigzag).	<ul style="list-style-type: none"> <li>• Song: Push and Pull</li> <li>• Book: Mr. Mario's Neighborhood</li> <li>• Science Investigation</li> <li>• Magnets</li> <li>• Push and Pull</li> </ul>
d. Observe, predict, and describe how objects can be combined, stacked, or arranged to create a new object.	<ul style="list-style-type: none"> <li>• Book: I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Soup's On!</li> <li>• Science Investigation</li> </ul>

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES
<b>LIFE SCIENCE (LS):</b>	
<b>From molecules to organisms: structures and processes.</b>	
<p>PK.LS1.01</p> <p>a. Identify common attributes of familiar living things.</p>	<ul style="list-style-type: none"> <li>• Songs: Birds; Vertebrates; Fish; Plant or Animal; Invertebrates; Plant or Animal; I Am Part of All I See</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; Guess What I Am; Creepy Crawlers</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> <li>• Mammals</li> <li>• Birds</li> <li>• Reptiles</li> <li>• Amphibians</li> <li>• Insects</li> <li>• Plant or Animal</li> <li>• Invertebrates</li> <li>• Worms</li> <li>• Plants</li> <li>• Food From Plants</li> </ul>
<p>b. Recognize differences between living organisms and non-living materials.</p>	<ul style="list-style-type: none"> <li>• Song: Living and Nonliving</li> <li>• Living or Nonliving</li> </ul>
<p>c. Recognize and describe the function of the five senses of humans.</p>	<ul style="list-style-type: none"> <li>• Songs: I Am Part of All I See; Five Senses</li> <li>• Books: I Wish I Had Ears Like a Bat; Fawn Eyes</li> <li>• Science Investigation</li> <li>• Sight</li> <li>• Hearing</li> <li>• Touch</li> <li>• Smell</li> <li>• Taste</li> </ul>
<b>EARTH SCIENCE (ESS2):</b>	
<b>Earth systems.</b>	
<p>PK.ESS2.01</p> <p>a. Investigate and identify a variety of Earth materials by their observable properties (e.g. soil, rocks, sand, water).</p>	<ul style="list-style-type: none"> <li>• Songs: Water; Rocks</li> <li>• Book: Water is All Around</li> <li>• Rocks</li> <li>• Water</li> <li>• Water Sources</li> <li>• Materials</li> </ul>
<p>b. Observe and discuss changes in weather and seasons using common weather-related vocabulary (e.g., rain, sun, snow, wind, spring, summer, fall/autumn, winter, etc.).</p>	<ul style="list-style-type: none"> <li>• Songs: Seasons; Precipitation</li> <li>• Book: That's What I Like, a Book About Seasons</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> <li>• Clouds</li> <li>• Sun</li> <li>• Weather</li> </ul>

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES
<b>EARTH SCIENCE (ESS3):</b>	
<b>Earth and human activity.</b>	
<p>PK.ESS3.01</p> <p>a. Observe, describe, and compare the habitats of plants and animals.</p>	<ul style="list-style-type: none"> <li>• Song: Plant or Animal; Four Ecosystems</li> <li>• Book: Where in the World Would You Go Today?</li> <li>• Plant or Animal</li> <li>• Plants</li> <li>• Mountains</li> <li>• Oceans</li> <li>• Deserts</li> <li>• Rainforests</li> <li>• Wetlands</li> <li>• Prairies</li> <li>• Ecosystems</li> </ul>
<p>b. Observe and discuss how humans and animals respond to changes in weather.</p>	<ul style="list-style-type: none"> <li>• Songs: Seasons; Precipitation</li> <li>• Book: That's What I Like, a Book About Seasons</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> <li>• Clouds</li> <li>• Sun</li> <li>• Weather</li> </ul>
<p>c. Explore ways that humans use water and materials/resources from the Earth (e.g., water to drink, wood to make blocks, soil to grow food, bricks to make homes, plants to make food, etc.).</p>	<ul style="list-style-type: none"> <li>• Songs: Water; Rocks</li> <li>• Books: Water is All Around; Mela's Water Pot</li> <li>• Rocks</li> <li>• Water</li> <li>• Water Sources</li> <li>• Materials</li> <li>• Care of Earth</li> <li>• Care of Water</li> </ul>
<b>ENGINEERING, TECHNOLOGY, AND SCIENCE (ETS1):</b>	
<b>Engineering design.</b>	
<p>PK.ETS1.01</p> <p>a. Use senses to gather, explore, and interpret information.</p>	<ul style="list-style-type: none"> <li>• Songs: I Am Part of All I See; Five Senses</li> <li>• Book: I Wish I Had Ears Like a Bat</li> <li>• Science Investigation</li> <li>• Science Tools</li> <li>• Sight</li> <li>• Hearing</li> <li>• Touch</li> <li>• Smell</li> <li>• Taste</li> </ul>
<p>b. With modeling, prompting, and support, record and organize data using graphs, charts, science journals, etc., to communicate conclusions regarding experiments and explorations.</p>	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Book: One More Cat</li> <li>• Science Investigation</li> <li>• Science Tools</li> <li>• Observe a Simple System</li> <li>• Calendar/Graph Weather</li> </ul>
<p>c. Make predictions based on observations and prior explorations.</p>	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Calendar/Graph Weather</li> <li>• Observe a Simple System</li> </ul>

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES
<b>ENGINEERING, TECHNOLOGY, AND SCIENCE (ETS2):</b>	
Links among engineering, technology, science, and society.	
PK.ETS2.01 a. Recognize that tools have specific characteristics that determine their use.	<ul style="list-style-type: none"> <li>Song: The Scientific Method</li> <li>Science Investigation</li> <li>Science Tools</li> </ul>
b. Explore familiar environments through the use of simple tools.	<ul style="list-style-type: none"> <li>Song: The Scientific Method</li> <li>Science Investigation</li> <li>Science Tools</li> <li>Observe a Simple System</li> </ul>
<b>SOCIAL STUDIES</b>	
<b>CULTURE</b>	
Students will explore different traditions, customs, and cultures within their families, schools, and communities.	
PK.01 In conversation, describe familiar people, places, things, and events, with reference to a student’s home and school.	<ul style="list-style-type: none"> <li>See “Family Engagment Resources” at end of document.</li> </ul>
PK.02 Begin to recognize similarities and differences between family customs and cultures.	<ul style="list-style-type: none"> <li>See “Family Engagment Resources” at end of document.</li> </ul>
<b>ECONOMICS</b>	
Students will identify basic wants and needs, the ways families produce, consume, and exchange goods and services in their communities, and the work people do in order to spend and save money.	
PK.03 Begin to distinguish between wants and needs.	<ul style="list-style-type: none"> <li>See “Family Engagment Resources” at end of document.</li> </ul>
PK.04 Identify how the basic human needs of food, clothing, shelter, and transportation are met.	<ul style="list-style-type: none"> <li>See “Family Engagment Resources” at end of document.</li> </ul>
PK.05 Begin to recognize money and its uses.	<ul style="list-style-type: none"> <li>Song: Save Your Pennies</li> <li>Coin Identification</li> </ul>
PK.06 Identify different types of jobs, including work done in the home, school, and community.	<ul style="list-style-type: none"> <li>Books: Follow the Apples!; Mr. Mario’s Neighborhood</li> </ul>
PK.07 Give examples of how people exchange goods and use money to acquire wants and needs.	<ul style="list-style-type: none"> <li>See “Family Engagment Resources” at end of document.</li> </ul>
<b>GEOGRAPHY</b>	
Students will demonstrate an understanding of the concept of location, what maps and globes represent, and their geographical location.	
PK.08 Use directions such as up, down, in front, and behind.	<ul style="list-style-type: none"> <li>Songs: Positioning; Get Over the Bugs; Monster Trucks</li> <li>Book: Up in the Air</li> <li>Position</li> <li>Above, Below, Next to, On</li> <li>Over, Under, and Through</li> <li>Right, Left</li> <li>Over, Under, Above, Below</li> <li>Inside, Outside, Between</li> <li>First, Next, and Last</li> <li>First, Middle, Last</li> </ul>
PK.09 Identify what a map represents.	Each Around the World song begins with a map showing the location of the country.
PK.10 Understand how roads help people get around, and how they are used to organize locations within a city.	<ul style="list-style-type: none"> <li>See “Family Engagment Resources” at end of document.</li> </ul>

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES
<b>GOVERNMENT AND CIVICS</b>	
Students will learn the foundations of good citizenship, including civic responsibilities and patriotism, through the rules by which they live, the authority figures within their community and the United States, and national symbols.	
PK.11 Give examples of people who are authority figures.	<ul style="list-style-type: none"> <li>• See “Family Engagment Resources” at end of document.</li> </ul>
PK.12 Recognize shapes found on flags and identify the American flag.	Each Around the World song begins with a map showing the location of the country and the country’s flag.
PK.13 Begin to recognize the name and role of the current President of the Unites States.	<ul style="list-style-type: none"> <li>• See “Family Engagment Resources” at end of document.</li> </ul>
PK.14 Identify roles of authority figures at home, in school, and in the community, including parents, school principals, volunteers, police officers, fire and rescue workers, mayor, governor, and president.	<ul style="list-style-type: none"> <li>• See “Family Engagment Resources” at end of document.</li> </ul>
PK.15 Identify the need for rules.	<ul style="list-style-type: none"> <li>• See “Family Engagment Resources” at end of document.</li> </ul>
PK.16 This standard begins in Kindergarten.	
<b>HISTORY</b>	
Theatre/Dramatic Play	
PK.17 Begin to understand the use of words and phrases about time, including: morning, afternoon, night, today, tomorrow, and yesterday.	<ul style="list-style-type: none"> <li>• Today</li> <li>• Yesterday/Tomorrow</li> <li>• Tell Time</li> </ul>
K.18 This standard begins in Kindergarten.	
K.19 This standard begins in Kindergarten.	
K.20 This standard begins in Kindergarten.	
<b>CREATIVE ARTS</b>	
<b>VISUAL ARTS</b>	
Express self and represent what the student knows, thinks, believes, and feels through visual arts.	
PK.CA.1. Experiment with a variety of media and art materials for tactile experience and exploration.	Waterford encourages everyone to have writing and art materials available for children’s creations.
PK.CA.2 Create artistic works with intent and purpose using varying tools, texture, color, and technique.	Waterford encourages everyone to have writing and art materials available for children’s creations.
PK.CA.3 Present and respond to visual art created by self and others.	Waterford encourages everyone to have writing and art materials available for children’s creations. <ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> </ul>

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES
<b>MUSIC</b>	
Express self by engaging in musical activities.	
PK.CA.4. Engage in musical activities having different moods, tempos, and rhythms by listening, singing, or performing.	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. <ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul>
PK.CA.5. Create and perform using voice, traditional instruments, and/or non-traditional instruments.	<ul style="list-style-type: none"> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul>
<b>Creative Movement &amp; Dance</b>	
PK.CA.6. Respond to feelings through dance or creative movement.	<ul style="list-style-type: none"> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul>
PK.CA.7. Perform different characteristics of movements in spontaneous and imaginative ways (e.g., sway, twist, wave, use of ‘props’).	<ul style="list-style-type: none"> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul>
<b>Theatre/Dramatic Play</b>	
PK.CA.8. Participate in a variety of dramatic play activities (teacher-guided or child-initiated) to represent fantasy and real-life experiences.	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Papa’s Play</li> <li>• Real and Make-believe</li> </ul>
PK.CA.9. Respond and react to theatre and drama presentations.	<ul style="list-style-type: none"> <li>• Papa’s Play</li> </ul>
<b>Cultural Differences</b>	
PK.CA.10. Participate in artistic activities (music, visual art, theatre, and dance) representing different cultures.	<ul style="list-style-type: none"> <li>• Songs: One, Antenna, Two Antennas (Japan); A Bird Sang in the Trees (Norway); Colors, Colors (Mexico); Days of the Week (New Zealand); Everybody Loves Saturday Night (Kenya); Catch Him Just for Fun (Philippines); Horse and Buggy (Netherlands); Inchworm (USA); Sweet Guava Jelly (Jamaica); Kookaburra (Australia); Little Chicks (Lebanon); Little Snowball Bush of Mine (Russia); A Very Big Name (Wales); On the Bridge of Avignon (France); The Painted Rooster (Argentina); Egg on a Queen (USA—Southern style); Mountain Rabbit (Korea); The Sandman (Germany); Head, Shoulders, Knees, and Toes (USA, China, Portugal, and India- in English, Cantonese, Portuguese, and Hindi); Wake Up (USA- in Native American language); The Bird’s Voice (USA); Oh Welcome, My Friends (Israel); An Ox Kissing a Fox (USA); The Flower of My Youth (Lithuania); I Am a Zebra (Africa); I Touch My Nose Like This (Mexico); Tortillas, Tortillas (Mexico)</li> </ul>

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES
<b>PHYSICAL DEVELOPMENT</b>	
<b>SENSORIMOTOR</b>	
Use senses to assist and guide learning; using sensory information to plan and carry out movements.	
PK.PD.1. Compare, contrast, and describe different sights, smells, sounds, tastes, and textures found in the environment.	<ul style="list-style-type: none"> <li>• Song: Five Senses</li> <li>• Books: I Wish I Had Ears Like a Bat; Fawn Eyes</li> <li>• Sight</li> <li>• Hearing</li> <li>• Touch</li> <li>• Taste</li> <li>• Smell</li> </ul>
PK.PD.2. Demonstrate awareness of spatial boundaries and the ability to work and move within them.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
<b>GROSS MOTOR</b>	
Demonstrate coordination and control of large muscles.	
PK.PD.3. Develop body strength, balance, flexibility, and stamina to move self through space in a variety of ways (e.g., running, jumping, skipping).	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
PK.PD.4. Explore a variety of equipment and activities that enhance gross motor development and coordinate movements with upper and/or lower body (e.g., balls, slides, locomotive toys, and assistive technology).	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
<b>FINE MOTOR</b>	
Demonstrate eye-hand coordination and dexterity needed to manipulate objects.	
PK.PD.5. Experiment with handheld tools to develop strength, control, and dexterity of small muscles (e.g., paintbrushes, crayons, markers, lacing, clay, etc.).	The use of Waterford requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words.
PK.PD.6. Explore and engage in activities which enhance hand-eye coordination (e.g., building with blocks, creating with clay, putting puzzles together, and using other manipulatives).	The daily use of a touch pad or mouse develops dexterity and eye-hand coordination.
<b>Personal Health &amp; Safety</b>	
PK.PD.7. Demonstrate personal care and hygiene skills.	<ul style="list-style-type: none"> <li>• See “Family Engagement Resources” at end of document.</li> </ul>
PK.PD.8. Demonstrate awareness and understanding of healthy habits (e.g., sufficient rest, nutritious foods, exercise).	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Books: We All Exercise; The Germs</li> <li>• Germs</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Exercise and Rest</li> <li>• Healthy Foods</li> <li>• Teeth</li> </ul>
PK.PD.9. Demonstrate awareness and understanding of safety rules.	<ul style="list-style-type: none"> <li>• Songs: Sun Blues; Storms</li> <li>• Lightning Safety</li> </ul>





**PRE-READING**

**Sing a Rhyme Songs & Books**

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

**Informational Books**

Opposites, Pairs, Watch the Woolly Worm

**Read with Me Books**

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

**Decodable Books**

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

**BASIC READING**

**Traditional Tales**

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

**Informational Books**

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

**Readable Books (Read or Record)**

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

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

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

## 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



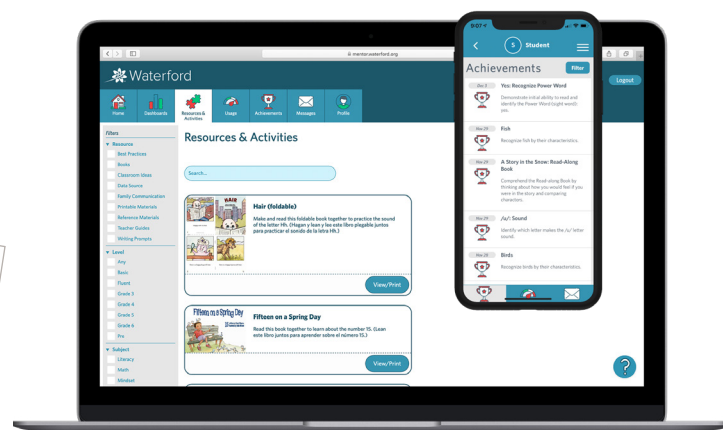
## FAMILY ENGAGEMENT RESOURCES

Family engagement resources are constantly being created, updated, and modified according to the needs of Waterford UPSTART families. Please visit [Waterford Mentor](#) to see the most current resources and activities.

### 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. All activities in the Waterford UPSTART Activity Book are available online at Waterford Mentor.



Waterford Mentor is available online and in the Waterford Mentor app (for iOS and Android).

### SAMPLE ACTIVITIES

Families can find the following resources—and many more—at Waterford Mentor. These resources are also available in Spanish.

#### Social-Emotional Learning

Affirming Your Child; Emotion Cards, Screen Time Balance, Social-Emotional Learning Overview, Social-Emotional Learning—Relationship Skills, Responsible Decision Making, Self-Awareness, Self-Management, Social Awareness, Stop-Think-Choose, Waterford and Social-Emotional Learning; Clean Up Together!; Do You Have?; Find the Ball; Garbage Elves; Guess How I'm Feeling; Guess My Rule; Hi! Notes; I Love My Hat; Lots of Feelings; Personal Space Circle; Plant or Animal Sort; Please and Thank You; Rock-a-bye, Baby Lullaby; Role Play; Shape Bag; Telling the Truth; This Belongs to a Friend; Waiting Game

#### Math and Science

Waterford's Five Instructional Strands for Math and Science; Family Math and Science Activities; Number Writing Practice 0-10; Draw 1-20; Racing Squirrels Counting Game; First, Middle, Last; Same and Different; More and Less; Shapes; Shape Count; Patterns; Grab and Count; Count the Chips 5; Add Groups; Living or Nonliving?; Solid and Liquid; Clouds; Water; Number Cards; Dot Cards; Pattern Cards; Sorting Cards; Counting

Cards; 0-99 Chart; Base 10 Blocks and Place Value Mat; 100s Chart; Addition Puzzles; Count On by 1; Geoboard Dot Grid; Graphs; Insect Cards; Mammals Poster

#### Language and Literacy

Waterford's Five Instructional Strands for Reading; Family Reading Activities; Alphabet Pictures Chart; Letter Writing Practice Aa-Zz; Journal Page; Family Writing Activities; Syllables; Nursery Rhymes (Hey, Diddle, Diddle; Quack, Quack, Quack; Jack and Jill; Twinkle, Twinkle Little Star); Capital Letter Cards; Lowercase Letter Cards; Word Pattern Cards; Sound Cards; Power Word Cards; Letter Trace Aa-Zz; Rhyming Cards; Where's the Sound?; Decodable Books

#### Books (coming soon in Spanish)

Mine; José Three; My Super Sticky Sandwich; Ooey, Goey Mud; Fawn Eyes; Garden Visitors; Little Monkey; The Alligator in the Library; A Story in the Snow; Shell Houses; Lost Socks; Lumpy Mush; The Germs; The Swing; The Watermelon Seed; Moon Song; What Is a Cloud?; Legs; In the Rain; Moving Day; Seeing Fingers; Play Ball

### CONTINUAL DEVELOPMENT

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