

# CURRICULUM *Correlation*

*Waterford Early  
Learning:  
SmartStart  
and Classroom  
Advantage*

**97.5%**

*Maryland  
Early Learning  
Standards Birth-  
8 Years 2016*

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| MARYLAND STANDARD   | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES   |
|---|---|---|
| <b>DOMAIN: LANGUAGE AND LITERACY</b>  |   |   |
| <b>STRAND: READING LITERATURE</b>   |   |   |
| Standard: Read closely to determine what the 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. |   |   |
| <i>A. Key Ideas and Details</i>   |   |   |
| RL1: With modeling and prompting, answer questions about details in a text.   | <ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Sum Up, Five Ws</li> <li>• Look at Details</li> <li>• Find an Answer</li> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books<br/>(See titles at end of document.)</li> </ul>          | <ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey</li> </ul> |
| Standard: determine central ideas or themes of a text and analyze their development, summarize the key supporting details and ideas.  |   |   |
| RL2: With modeling and support, retell familiar stories/poems.  | <ul style="list-style-type: none"> <li>• Sum Up, Five Ws</li> <li>• Sum Up, Remember order</li> <li>• Picture Clues</li> <li>• What Comes Next?</li> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books<br/>(See titles at end of document.)</li> </ul>       | <ul style="list-style-type: none"> <li>• Story Time Activities</li> </ul>   |
| Standard: Analyze how and why individual, events, and ideas develop and interact over the course of text.   |   |   |
| RL3: With modeling and support, identify characters, settings and major events in a story.  | <ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Look at Details</li> <li>• Sum Up, Remember order</li> <li>• What Comes Next?</li> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books<br/>(See titles at end of document.)</li> </ul> | <ul style="list-style-type: none"> <li>• Story Time Activities</li> </ul>   |



# MARYLAND EARLY LEARNING STANDARDS BIRTH-8 YEARS 2016

| MARYLAND STANDARD  | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES   |
|--|---|---|
| Standard: Interpret words and phrases as they are in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.          |   |   |
| <i>A. Craft and Structure</i>  |   |   |
| RL4: With modeling and support, answer questions about unknown words in stories and poems.   | Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration. <ul style="list-style-type: none"> <li>Vocabulary Instruction</li> <li>Words Tell About the Pictures</li> </ul> | <ul style="list-style-type: none"> <li>Story Time Activities</li> <li>Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey</li> </ul> |
| Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stance) relate to each other and the whole. |   |   |
| RL.5: Gain exposure to common types of literary texts (e.g., storybooks, poems).   | <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>Picture Story</li> </ul>   | <ul style="list-style-type: none"> <li>Introduction, Pg. 13 Reading Center</li> <li>Story Time Activities</li> </ul>  |
| Standard: Assess how point of view or purpose shapes the content and style of a text.  |   |   |
| RL6: With modeling and support, identify the role of author and illustrator.   | Prior to reading each online story, the front cover of the book is displayed on the screen and the name of the title, author, and illustrator are highlighted and read aloud. <ul style="list-style-type: none"> <li>Print Directionality Introduction</li> </ul>   | <ul style="list-style-type: none"> <li>Story Time Activities</li> <li>Unit 1, Pg. 37 Print Knowledge: Books</li> </ul>  |
| Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.   |   |   |
| <i>A. Integration of Knowledge and Ideas</i>   |   |   |
| RL7: With modeling and support, tell how the illustrations support the story.  | <ul style="list-style-type: none"> <li>Words Tell About the Pictures</li> <li>Picture Clues</li> <li>Picture Story</li> <li>Peek at the Story</li> </ul>  | <ul style="list-style-type: none"> <li>Story Time Activities</li> <li>Unit 1, Pg. 37 Print Knowledge: Books</li> </ul>  |
| Standard: Analyze how two more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.   |   |   |
| RL9: With modeling and support, compare adventures and experiences of characters in familiar stories.  | <ul style="list-style-type: none"> <li>Compare Characters</li> <li>Read With Me Books</li> <li>Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>   | <ul style="list-style-type: none"> <li>Story Time Activities</li> </ul>   |

| MARYLAND STANDARD   | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES  |
|---|---|--|
| Standard: Read and comprehend complex literary and informational texts independently and proficiently.  |   |  |
| <i>A. Range of Reading and Level of Text Complexity.</i>  |   |  |
| RL10: Actively engage in group reading activities with purpose and understanding.   | <ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Decodable Books</li> <li>• Informational Books<br/>(See titles at end of document.)</li> </ul>                   | <ul style="list-style-type: none"> <li>• Story Time Activities</li> </ul>  |
| <b>STRAND: READING INFORMATIONAL TEXT</b>   |   |  |
| Standard: Read closely to determine what the 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. |   |  |
| <i>A. Key Ideas and Details</i>   |   |  |
| RI1: With modeling and support, answer questions about details in an informational text.  | <ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Find an Answer</li> <li>• Sum Up, Five Ws</li> <li>• Look at Details</li> <li>• Informational Books<br/>(See titles at end of document.)</li> </ul> | <ul style="list-style-type: none"> <li>• Story Time Activities</li> </ul>  |
| Standard: Determine central ideas or themes of a text and analyze their development, summarize the key supporting details and ideas.  |   |  |
| RI2: With modeling and support, recall one or more detail(s) related to the main topic from an informational text.  | <ul style="list-style-type: none"> <li>• Informational Books<br/>(See titles at end of document.)</li> <li>• Sum Up, Five Ws</li> <li>• Look at Details</li> <li>• Picture Clues</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Story Time Activities</li> </ul>  |
| Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.  |   |  |
| <i>A. Learning Progression: Story/Text Comprehension</i>  |   |  |
| RI3: With modeling and support, connect individuals, events, and pieces of information in text to life experiences.   | <ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Build Knowledge</li> </ul>  | <ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 5, Pg. 203 Who Has an Itch?: Itchy Stories and Letter Sound /i/</li> <li>• Unit 5, Pg. 212 Jumbled: Finding J Words and Letter Sound /j/</li> </ul> |



# MARYLAND EARLY LEARNING STANDARDS BIRTH-8 YEARS 2016

| MARYLAND STANDARD  | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES   |
|--|---|---|
| Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.    |   |   |
| <i>A. Craft and Structure</i>  |   |   |
| RI4: With modeling and support, answer questions about unknown words in a text.  | Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.                              | <ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey</li> </ul> |
| Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |   |   |
| RI5: With modeling and support identify the front cover, and back cover of a book.   | Prior to reading each online story, the front cover of the book is displayed on the screen and the name of the title, author, and illustrator are highlighted and read aloud. <ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> </ul> | <ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 37 Print Knowledge: Books</li> </ul>  |
| Standard: Assess how point of view or purpose shapes the content and style of a text.  |   |   |
| RI6: With modeling and support define the role of the author and illustrator/photographer in presenting the ideas or information in a text.  | <ul style="list-style-type: none"> <li>• Words Tell About the Pictures</li> <li>• Print Directionality Introduction</li> </ul>  | <ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 37 Print Knowledge: Books</li> <li>• Unit 1, Pg. 38 Illustration Investigation</li> </ul>                 |
| Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.   |   |   |
| <i>A. Integration of Knowledge and Ideas</i>   |   |   |
| RI7: With modeling and support, tell how the illustrations/photographs support the text.   | <ul style="list-style-type: none"> <li>• Words Tell About the Pictures</li> <li>• Picture Clues</li> </ul>  | <ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 37 Print Knowledge: Books</li> </ul>  |
| Standard: 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 the evidence.                           |   |   |
| RI8: With modeling and support identify the reasons an author gives to support points in a text.   | <ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> </ul>  | <ul style="list-style-type: none"> <li>• Story Time Activities</li> </ul>   |
| Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.  |   |   |
| RI9: With prompting and support, discuss similarities and differences between two texts on the same topic (i.e. in illustrations or descriptions).   | <ul style="list-style-type: none"> <li>• Books: Garden Visitors and Creepy Crawlers</li> <li>• Look at Details</li> <li>• Make Comparisons</li> </ul>   | <ul style="list-style-type: none"> <li>• Story Time Activities</li> </ul>   |

| MARYLAND STANDARD   | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES  |
|---|---|--|
| Standard: Read and comprehend complex literary and informational texts independently and proficiently.  |   |  |
| <i>A. Range of Reading and Level of Text Complexity.</i>  |   |  |
| RI10: Actively engage in group reading activities with purpose and understanding.                       | <ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books<br/>(See titles at end of document.)</li> </ul>  | <ul style="list-style-type: none"> <li>• Story Time Activities</li> </ul>  |
| <b>STRAND: READING FOUNDATIONAL SKILLS</b>  |   |  |
| Standard: RF1 Demonstrate understanding of the organization and basic features of print.                |   |  |
| <i>A. Print Concepts</i>  |   |  |
| RF1.a: Demonstrate an awareness that words are read from left to right, top to bottom and page by page. | <p>All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions.</p> <ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> <li>• Decodable Books<br/>(See titles at end of document.)</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 1, Pg. Morning Message</li> <li>• Unit 1, Pg. 46 The Apple Tree: Discuss the Story</li> </ul>                              |
| RF1.b: Recognize that spoken words can be written and read.   | <ul style="list-style-type: none"> <li>• Letters Make Words</li> <li>• Picture Story</li> <li>• Look, Listen, and Match</li> <li>• Print Concepts</li> <li>• Read With Me Books</li> <li>• Decodable Books</li> <li>• Informational Books<br/>(See titles at end of document.)</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 8 Morning Message</li> <li>• Unit 1, Pg. 35 Morning Message</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> </ul> |
| RF1.c: Understand that words are separated by spaces in print.  | <ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Look, Listen, and Match</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 23 Morning Message</li> </ul>   |

| MARYLAND STANDARD  | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES  |
|--|---|--|
| <i>A. Print Concepts continued</i>   |   |  |
| RF1.d: Recognize and name some upper and lowercase letters of the alphabet.                | <ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Alphabet Review</li> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Pick the Letter (Letter Checker)</li> <li>• Fast Letter Fun</li> <li>• Hidden Letters</li> <li>• Hidden Pictures</li> <li>• Letter Pictures</li> <li>• Similarities and Differences in Letters</li> <li>• Find the Letter</li> <li>• Name That Letter</li> <li>• Name Game (What’s Your Name?)</li> </ul> | <ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 1, Pg. 26 Singing the Alphabet</li> </ul>  |
| Standard: Rf2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |   |  |
| <i>A. Phonological Awareness</i>   |   |  |
| RF2.a: Recognize rhyming words in spoken language.   | <ul style="list-style-type: none"> <li>• 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>   | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 51 Fancy Rhyming</li> <li>• Unit 1, Pg. 142 Rhyme Awareness: Humpty</li> <li>• Dumpty and the Rhyme Cheer</li> <li>• Unit 2, Pg. 194 Jack and Jill Rhyme</li> <li>• Discrimination</li> <li>• Unit 2, Pg. 199 Rhyme Race</li> <li>• Unit 2, Pg. 203 Three Little Kittens: Rhyme</li> <li>• Discrimination</li> </ul>      |
| RF2.b: Identify and isolate individual words in a spoken sentence.                         | <ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Look, Listen, and Match</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 23 Morning Message</li> <li>• Unit 3, Pg. 274 This Little Piggy: Stand Up Sentences</li> </ul>  |
| RF2.c: Count, pronounce, blend, and segment syllables in spoken words.                     | <ul style="list-style-type: none"> <li>• Syllable</li> <li>• Syllable Safari</li> <li>• Take Away Syllables</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit 5, Pg. 138 Eleven Elephants: Syllable Blend and Letter Sound /e/</li> <li>• Unit 5, Pg. 144 Listening Activity: Elephant Syllables</li> <li>• Unit 5, Pg. 150 Five: Combine Syllables and Letter Sound /f/</li> <li>• Unit 5, Pg. 156 Listening Activity: Fishy Syllables</li> <li>• Unit 5, Pg. 202 Circus Syllables</li> </ul> |



| MARYLAND STANDARD  | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES   |
|--|--|---|
| <i>A. Phonological Awareness continued</i>   |  |   |
| RF2.d: Blend and segment onsets and rimes of single syllable spoken words.               | <ul style="list-style-type: none"> <li>• Blend Onset/Rime Sounds</li> <li>• Blending</li> <li>• Blending Riddles</li> <li>• Phoneme Segmentation</li> <li>• Blending Dragon</li> <li>• Blend Every Sound (Phonemes)</li> <li>• Blend Phonemes</li> <li>• Find the Picture</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 6, Pg. 11 Magnifying Glass: Onset-Rime and Letter Sound /m/</li> <li>• Unit 6, Pg. 21 New: Onset-Rime and Letter Sound /n/</li> </ul>   |
| RF2.e: Isolate and pronounce the initial sound in spoken words.                          | <ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Where is the Sound?</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit 4, Pg. 104 At Camp: Syllable Awareness and Letter Sound /ck/</li> <li>• Unit 6, Pg. 52 Pairs: Initial Sounds and Letter Sound /p/</li> <li>• Unit 6, Pg. 56 Listening Activity: Initial Sounds</li> <li>• Unit 6, Pg. 88 Listening Activity: Rascally Initial Sounds</li> </ul> |
| RF2.f: orally blend and segment individual phonemes in two- to-three phoneme words.      | <ul style="list-style-type: none"> <li>• Blend Onset/Rime Sounds</li> <li>• Blending</li> <li>• Blending Riddles</li> <li>• Phoneme Segmentation</li> <li>• Blending Dragon</li> <li>• Blend Every Sound (Phonemes)</li> <li>• Blend Phonemes</li> <li>• Find the Picture</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 7, Pg. 202 Yummy: Blending Sounds and Letter Sound /y/</li> <li>• Unit 7, Pg. 230 Blending Phonemes: BINGO</li> <li>• Unit 7, Pg. 246 Listening Activity: Simon Says Blend Phonemes</li> </ul>  |
| Standard: Know and apply grade-level phonics and word analysis skills in decoding words. |  |   |
| <i>A. Phonics and Word Recognition</i>   |  |   |
| RF3.a: Recognize that words are made up of letters and their sounds.                     | <ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Letters Make Words</li> </ul>   | <ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> <li>• Unit 7, Pg. 242 Simon Says Blending</li> <li>• Unit 7, Pg. 246 Listening Activity: Simon Says Blend Phonemes</li> </ul>                               |

| MARYLAND STANDARD   | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES   |
|---|---|---|
| <i>A. Phonics and Word Recognition continued</i>  |   |   |
| RF3.b: Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the most frequent sound for some consonants.                       | <ul style="list-style-type: none"> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Sound Room</li> <li>• Name That Letter Sound</li> <li>• Choose a Sound</li> <li>• Where is the Sound?</li> </ul>             | <ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Unit 3, Pg. 282 Quack Ball</li> <li>• Unit 4, Pg. 116 I Go: Syllable Awareness and Letter Sound /d/</li> <li>• Unit 5, Pg. 172 Go, Grasshopper: Syllable Blend and Letter Sound /g/</li> <li>• Unit 5, Pg. 232 Her, Kitty, Kitty: Position Words and Letter Sound /k/</li> </ul> |
| RF3.c: Recognize name in print as well as some environmental print (symbols/words).   | <ul style="list-style-type: none"> <li>• Name Game (What’s Your Name?)</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> </ul>  |
| <b>Standard: Engage with a variety of texts with purpose and understanding. Read with sufficient accuracy and fluency to support comprehension.</b>           |   |   |
| <i>A. Fluency</i>   |   |   |
| RF4: Engage with a variety of texts (e.g., a variety of structures and/or genres) with purpose and understanding.   | <ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Decodable Books</li> <li>• Informational Books</li> <li>• Math Books</li> <li>• Science Books</li> <li>(See titles at end of document.)</li> </ul> | <ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>  |
| <b>STRAND: WRITING</b>  |   |   |
| <b>Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b> |   |   |
| <i>A. Text Types and Purposes</i>   |   |   |
| W1: With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to share opinion about an experience or book. | 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 Trace (Letter Picture Writing)</li> </ul>                             | <ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> </ul>   |



# MARYLAND EARLY LEARNING STANDARDS BIRTH-8 YEARS 2016

| MARYLAND STANDARD  | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES  |
|--|---|--|
| Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.                       |   |  |
| W2: Use a combination of drawing, dictating, or developmentally appropriate writing to state information on a topic.   | 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 Trace (Letter Picture Writing)</li> </ul> | <ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> </ul>  |
| Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  |   |  |
| W3: With modeling and support, use a combination of drawing, dictating, or developmentally appropriate writing to communicate a personal story about a single event and tell about the event in a meaningful sequence. | 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 Trace (Letter Picture Writing)</li> </ul> | <ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> </ul>  |
| Standard: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |   |  |
| <i>A. Production and Distribution of Writing</i>   |   |  |
| W5: With modeling, guidance, and support from adults, review drawing, dictation or developmentally appropriate writing.  | 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 Trace (Letter Picture Writing)</li> </ul> | <ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> </ul>  |
| Standard: Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.  |   |  |
| W6: With prompting and support from adults, explore a variety of digital tools to express ideas.   | Waterford provides access to a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities                          | <ul style="list-style-type: none"> <li>• Introduction, Pg. 10 Computer Center</li> <li>• Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center; SmartStart orientation</li> </ul>                                    |
| Standard: Conduct short, as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.   |   |  |
| <i>A. Research to Build and Present Knowledge</i>  |   |  |
| W7: Participate in shared research and shared writing projects.  | Waterford provides access to a word processor feature for producing and publishing writing. This teacher led, digital tool encourages collaboration through Play and Practice: Word Processor activities                          | <ul style="list-style-type: none"> <li>• Introduction, Pg. 10 Computer Center</li> <li>• Unit 1, Pg. 38 Illustration Investigation</li> <li>• Unit 4, Pg. 54 Help the Birds</li> <li>• Unit 7, Pg. 244 Weather Report</li> </ul> |



# MARYLAND EARLY LEARNING STANDARDS BIRTH-8 YEARS 2016

| MARYLAND STANDARD  | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES  |
|--|---|--|
| Standard: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.          |   |  |
| W8: With modeling and support from adult, recall information from experiences or information from provided sources to answer a question.   | <ul style="list-style-type: none"> <li>• Build Knowledge</li> <li>• Connect to Me</li> <li>• Find an Answer</li> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Decodable Books</li> <li>• Math Books</li> <li>• Science Books</li> </ul> (See titles at end of document.) | <ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 38 Illustration Investigation</li> <li>• Unit 4, Pg. 54 Help the Birds</li> </ul>  |
| <b>STRAND: SPEAKING AND LISTENING</b>  |   |  |
| Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |   |  |
| <i>A. Comprehension and Collaboration</i>  |   |  |
| SL1: Participate in collaborative conversations with diverse partners about prekindergarten topics and texts with peers and adults in small and larger groups.                                       | <ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> </ul> (See titles at end of document.)  | <ul style="list-style-type: none"> <li>• Introduction, Pg. 6 The Listening Rug</li> <li>• Introduction, Pg. 11 Dramatic Play Center</li> <li>• Story Time Activities</li> <li>• Dramatic Play Activities</li> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> </ul> |
| SL1.a: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns, speaking about the topics and texts under discussion).  | 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.  | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 1, Pg. 22 Name Song</li> <li>• Unit 2, Pg. 206 Good Friends, Good Listeners</li> </ul>  |
| SL1.b: During scaffolded conversations, continue a conversation through multiple exchanges.  | Waterford's social-emotional videos model conversations and discussions between various characters.   | <ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Unit 1, Pg. 6 Learning</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> </ul>  |

| MARYLAND STANDARD   | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES   |
|---|---|---|
| <b>Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</b>   |   |   |
| SL2: Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details with modeling and support.                                       | <ul style="list-style-type: none"> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> <li>• Math Books</li> <li>• Science Books<br/>(See titles at end of document.)</li> <li>• Build Knowledge</li> </ul>  | <ul style="list-style-type: none"> <li>• Story Time Activities</li> </ul>   |
| <b>Standard: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</b>   |   |   |
| SL3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  | <ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Find an Answer</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 24 What Do Scientists Do?</li> <li>• Unit 1, Pg. 44 Getting Acquainted</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> </ul>   |
| <b>Standard: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</b> |   |   |
| <i>A. Presentation of Knowledge and Ideas</i>   |   |   |
| SL4: Describe familiar people, places, things, and events with modeling and support.  | <ul style="list-style-type: none"> <li>• My Family</li> <li>• Clubhouse</li> <li>• The Picnic</li> <li>• Dinner Time</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 1, Pg. 145 What’s in the Bag?</li> <li>• Unit 2, Pg. 176 Smell Survey</li> <li>• Unit 3, Pg. 299 Triangles</li> <li>• Unit 4, Pg. 112 I Can Book</li> <li>• Unit 4, Pg. 122 Journal Prompt: My Adventure</li> </ul> |
| <b>Standard: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</b>   |   |   |
| SL5: Add drawings or visual displays to descriptions as desired to provide additional detail.   | Waterford encourages everyone to have writing and art materials available for children’s creations.   | <ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Introduction, Pg. 10 Computer Center</li> </ul>  |
| <b>Standard: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>  |   |   |
| SL6: With modeling and support, speak audibly and express thoughts, feelings, and ideas clearly.  | Waterford introduces letter sounds with instruction demonstrating positions of the lips and tongue to form the sound correctly and clearly. <ul style="list-style-type: none"> <li>• Books: Ooey, Gooley Mud; I Hate Peas</li> <li>• It’s Not Fair!</li> <li>• Do I Have To?</li> <li>• Lost and Found</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> <li>• Unit 6, Pg. 75 Grown-up Manners</li> <li>• Unit 7, Pg. 151 How to Wash My Bear</li> </ul>   |

| MARYLAND STANDARD   | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES   |
|---|---|---|
| <b>STRAND: LANGUAGE</b>   |   |   |
| Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |   |   |
| <i>A. Conventions of Standard English</i>   |   |   |
| L1: Demonstrate beginning understanding of the conventions of standard English grammar and usage when engaged in literacy activities (e.g. Interactive Read Alouds, shared reading, shared writing, developmentally appropriate writing, oral language activities, etc.).<br>L1.a: Print upper and lowercase letters in first name. | <ul style="list-style-type: none"> <li>• Letter Pictures</li> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Name Game (What’s Your Name?)</li> </ul>   | <ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 1, Pg. 27 Letter Tile Names</li> <li>• Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names</li> <li>• Unit 1, Pg. 74 Name Magnets</li> </ul> |
| L1.b: Use frequently occurring nouns and verbs.   | <ul style="list-style-type: none"> <li>• Songs: Nouns; Verbs</li> <li>• Nouns</li> <li>• Verbs</li> </ul>   | <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Unit 1, Pg. 149 I Am, I Can</li> </ul>   |
| L1.c: Develop understanding of singular and plural nouns (e.g., dog means one dog; dogs means more than one dog)  | <ul style="list-style-type: none"> <li>• Songs: Nouns; More Than One</li> <li>• Nouns</li> <li>• Plural Nouns</li> </ul>  | <ul style="list-style-type: none"> <li>• Story Time Activities</li> </ul>   |
| L1.d: Understand and begin to use question words (e.g., interrogatives such as who, what, where, when, why, how).   | <ul style="list-style-type: none"> <li>• Sum Up, Five Ws</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 116 What Is It and Who Has It?</li> <li>• Unit 3, Pg. 349 Where Does Our Water Come From?</li> <li>• Unit 5, Pg. 142 What Makes a Reptile?</li> <li>• Unit 7, Pg. 150 What Doesn’t Belong?</li> </ul>  |
| L1.e: Gain exposure to the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).  | <ul style="list-style-type: none"> <li>• Song: Preposition Ship</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit 2, Pg. 254 Polly Put the Kettle On</li> </ul>   |
| L1.f: Produce complete sentences in shared language activities.   | <ul style="list-style-type: none"> <li>• Songs: What Is a Sentence?; Sentence Marks</li> <li>• Sentences</li> <li>• Sentence Marks</li> </ul>   | <ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Story Time Activities</li> <li>• Journal Activities</li> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> </ul>   |
| Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |   |   |
| L2 Gain exposure to conventions of standard English capitalization, punctuation, and spelling during shared reading and writing experiences.<br>L2.a Recognize that their name begins with a capital letter.  | <ul style="list-style-type: none"> <li>• Songs: Capital Letters; Sentence Marks; What Is a Sentence?</li> <li>• Sentences</li> <li>• Sentence Marks</li> <li>• Name Game (What’s Your Name?)</li> </ul> | <ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> </ul>   |



# MARYLAND EARLY LEARNING STANDARDS BIRTH-8 YEARS 2016

| MARYLAND STANDARD   | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES  |
|---|---|--|
| <b>Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing <i>continued</i>.</b>  |   |  |
| L2.b Demonstrate awareness of name and function of end punctuation (e.g., period, question mark and exclamation point).   | <ul style="list-style-type: none"> <li>• Songs: What Is a Sentence?; Sentence Marks</li> <li>• Sentence Marks</li> </ul>  | <ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center Journal Activities</li> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> </ul>  |
| L2.c Use letter-like shapes, symbols, letters, and words to convey meaning.   | <ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Letters Make Words</li> </ul> | <ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• Unit 2, Pg. 242 Dramatic Play: Pet Store</li> <li>• Unit 3, Pg. 331 Thank You Notes</li> </ul>   |
| L2.d Develop fine motor skills necessary to control and sustain handwriting.  | Waterford requires children to manipulate a mouse or touch pad developing fine motor skills. Children also must practice writing letters and words.   | <ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 1, Pg. 48 Letter A</li> <li>• Unit 1, Pg. 56 Writing Capital Letter A</li> <li>• Unit 4, Pg. 43 Capital Letter Scrapbook</li> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul> |
| L3: (Begins in grade 2.)  |   |  |
| <b>Standard: 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.</b>                    |   |  |
| <b><i>A. Vocabulary Acquisition and Use</i></b>   |   |  |
| L4: Determine or clarify the meaning of unknown words and phrases based on pre-kindergarten reading and content.  | <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Read With Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Decodable Books (See titles at end of document.)</li> </ul>                          | <ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Vocabulary</li> <li>• Unit 1, Pg. 44 Getting Acquainted</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey</li> </ul>   |
| <b>Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>  |   |  |
| L5: With modeling and support from adults, explore word relationships and nuances in word meanings.<br>L5.a: With modeling and support, sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. | <ul style="list-style-type: none"> <li>• Sort</li> <li>• Make Comparisons</li> <li>• Look at Details</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 119 Sorting Buttons</li> <li>• Unit 2, Pg. 248 Plant or Animal</li> <li>• Unit 3, Pg. 340 Sort It Out</li> <li>• Unit 3, Pg. 360 Fancy Shapes</li> </ul>  |
| L5.b: With modeling and support, demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).   | <ul style="list-style-type: none"> <li>• Song: Verbs</li> <li>• Book: Opposites</li> <li>• Opposites</li> <li>• Verbs</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 6, Pg. 42 Opposites and Letter Sound /o/</li> </ul>   |



# MARYLAND EARLY LEARNING STANDARDS BIRTH-8 YEARS 2016

| MARYLAND STANDARD  | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES  |
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| <b>Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings <i>continued</i>.</b>  |  |  |
| L5.c: Identify real-life connections between words and their use (e.g., note objects in classroom that are small).   |  | <ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li>Center Activities</li> <li>Unit 2, Pg. 256 Polly's Tea</li> <li>Unit 5, Pg. 212 Jumbled: Finding J Words and Letter Sound /j/</li> </ul>  |
| <b>Standard: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</b> |  |  |
| L6: Use words and phrases acquired through conversation, being read to, and responding to text.  | Activities are opportunities for students to use words and phrases acquired through conversation, to read and be read to, and to respond to texts. <ul style="list-style-type: none"> <li>Read With Me Books</li> <li>Sing a Rhyme Songs/Books</li> <li>Informational Books</li> <li>(See titles at end of document.)</li> </ul> | <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Story Time Activities</li> <li>Dramatic Play Activities</li> <li>Unit 1, Pg. 6 Learning</li> <li>Unit 1, Pg. 13 Going on a Bear Hunt</li> <li>Unit 1, Pg. 44 Getting Acquainted</li> </ul>                                      |
| <b>DOMAIN: MATHEMATICS</b>   |  |  |
| <b>STRAND: COUNTING AND CARDINALITY</b>  |  |  |
| <b>Standard: Know number names and the count sequence.</b>   |  |  |
| <b>A. Know Number Names and the Count Sequence</b>   |  |  |
| PK.CC.1: Count verbally to ten by ones.  | <ul style="list-style-type: none"> <li>Number Instruction</li> <li>Counting Songs</li> <li>Number Counting</li> </ul>  | <ul style="list-style-type: none"> <li>Introduce and Count Number Activities</li> <li>Unit 1, Pg. 23 Counting and Attendance</li> <li>Unit 7, Pg. 217 Introduce and Write Number 14</li> </ul>   |
| PK.CC.2: Recognize the concept of just after or just before a given number in the counting sequence up to ten.   | <ul style="list-style-type: none"> <li>Number Instruction</li> <li>Number Line</li> <li>Number Counting</li> </ul>   | <ul style="list-style-type: none"> <li>Introduce and Count Number Activities</li> <li>Unit 2, Pg. 235 Number Books 1-5</li> <li>Unit 2, Pg. 252 Find One More</li> <li>Unit 3, Pg. 271 What Comes Next?</li> <li>Unit 7, Pg. 229 Build One Less</li> </ul>                                 |
| PK.CC.3: Identify written numerals 0-10.   | <ul style="list-style-type: none"> <li>Number Instruction</li> <li>Match Numbers</li> <li>Number Books</li> <li>(See titles at end of document.)</li> </ul>  | <ul style="list-style-type: none"> <li>Introduce and Count Number Activities</li> <li>Introduce and Write Number Activities</li> <li>Unit 2, Pg. 226 Five Frame Match</li> <li>Unit 2, Pg. 235 Number Books 1-5</li> <li>Unit 4, Pg. 114 How Does Your Garden Grow? Decompose 6</li> </ul> |



| MARYLAND STANDARD  | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES  |
|--|---|--|
| Standard: Count to tell the number of objects.   |   |  |
| <i>A. Count to Tell the Number of Objects</i>  |   |  |
| PK.CC.4: Understand the relationship between numbers and quantities to five, then to ten; connect counting to cardinality.   | <ul style="list-style-type: none"> <li>• Match Numbers</li> <li>• Bug Bits</li> <li>• Make and Count Groups</li> <li>• One-to-one Correspondence</li> <li>• Number Books</li> <li>• Number Instruction</li> <li>• Counting Songs</li> <li>• Number Counting</li> </ul>      | <ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> <li>• Unit 6, Pg. 8 Greater Than</li> <li>• Unit 6, Pg. 60 Read and Write 10</li> <li>• Unit 6, Pg. 71 Less Than</li> </ul>                                    |
| PK.CC.4a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name.  | <ul style="list-style-type: none"> <li>• Number Books</li> <li>• Number Instruction</li> <li>• Order Numbers</li> <li>• One-to-one Correspondence</li> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Match Numbers</li> <li>• Make and Count Groups</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 23 Counting and Attendance</li> <li>• Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner</li> <li>• Unit 5, Pg. 147 Decomposing 7</li> <li>• Unit 5, Pg. 200 Counting in a Circle</li> </ul> |
| PK.CC.4b: Recognize that the last number name said tells the number of objects counted.  | <ul style="list-style-type: none"> <li>• Number Books</li> <li>• Number Instruction</li> <li>• Order Numbers</li> <li>• One-to-one Correspondence</li> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Match Numbers</li> <li>• Make and Count Groups</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 54 Counting and Attendance</li> </ul>   |
| PK.CC.4c: Begin to recognize that each successive number name refers to a quantity that is one larger.   | <ul style="list-style-type: none"> <li>• Number Instruction</li> <li>• One-to-One Correspondence</li> <li>• Number Counting</li> <li>• Match Numbers</li> <li>• Make and Count Groups</li> </ul>  | <ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> </ul>  |
| PK.CC.5: Represent a number (0-5, then to ten) by producing a set of objects with concrete materials, pictures, and/or numerals (with 0 representing a count of no objects). | <ul style="list-style-type: none"> <li>• Number Instruction</li> <li>• One-to-One Correspondence</li> <li>• Match Numbers</li> <li>• Make and Count Groups</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 2, Pg. 161 Popcorn Number Match</li> <li>• Unit 2, Pg. 191 Traffic Jam Count 1-5</li> <li>• Unit 2, Pg. 208 Pizza Chef Match</li> </ul>  |

| MARYLAND STANDARD  | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES  |
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| <i>A. Count to Tell the Number of Objects continued</i>  |   |  |
| PK.CC.6: Recognize the number of objects in a set without counting (Subitizing). (Use one to five objects).  | <ul style="list-style-type: none"> <li>• Moving Target (Dots)</li> <li>• Make and Count Groups</li> <li>• Match Numbers</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 40 Math: Same Two</li> <li>• Unit 1, Pg. 150 Arrange and Count 4</li> <li>• Unit 2, Pg. 170 Mad Dash Number Match</li> <li>• Unit 2, Pg. 208 Pizza Chef Match</li> <li>• Unit 2, Pg. 218 Group Five Pets</li> </ul> |
| <i>A. Compare Quantities</i>   |   |  |
| PK.CC.7: Explore relationships by comparing groups of objects up to five and then ten. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies). (Include groups with up to five objects). | <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>   | <ul style="list-style-type: none"> <li>• Unit 6, Pg. 8 Greater Than</li> <li>• Unit 6, Pg. 71 Less Than</li> <li>• Unit 6, Pg. 121 Problem Solving: Fair Division</li> <li>• Unit 7, Pg. 147 Charting Weight</li> </ul>  |
| <b>STRAND: OPERATIONS AND ALGEBRAIC THINKING</b>   |   |  |
| Standard: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.   |   |  |
| <i>A. Understand Addition as Putting Together and Adding to, and Understand Subtraction as Taking Apart and Taking From.</i>   |   |  |
| PK.OA.1: Explore addition and subtraction with objects, fingers, mental images, drawings <sup>1</sup> , sounds (e.g., claps), acting out situations, or verbal explanations (up to five).  | <ul style="list-style-type: none"> <li>• Songs: Addition; On the Bayou; Bakery</li> <li>• Subtraction; Subtract Those Cars</li> <li>• Book: Five Delicious Muffins</li> <li>• Sums to 5</li> <li>• Subtract From 5</li> <li>• Minuends to 5</li> <li>• Make and Count Groups</li> <li>• Add Groups</li> <li>• Subtract Groups</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> <li>• Count On</li> <li>• Dominoes</li> </ul> | <ul style="list-style-type: none"> <li>• Introduction, Pg. 12 Math Center</li> <li>• Unit 6, Pg. 83 Ten Frame Game</li> <li>• Unit 7, Pg. 185 The Monkeys Forgot to Brush Their Teeth!</li> <li>• Unit 7, Pg. 247 How Many Are Hiding?</li> </ul>                        |



# MARYLAND EARLY LEARNING STANDARDS BIRTH-8 YEARS 2016

| MARYLAND STANDARD  | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES  |
|--|---|--|
| <i>A. Understand Addition as Putting Together and Adding to, and Understand Subtraction as Taking Apart and Taking From continued.</i>               |   |  |
| PK.OA.2: Decompose quantity (less than or equal to five) into pairs in more than one way (e.g., by using objects or drawings).                       | <ul style="list-style-type: none"> <li>• Songs: Subtract Those Cars; Baker Subtraction</li> <li>• Book: Five Delicious Muffins</li> <li>• Minuends to 5</li> <li>• Subtraction</li> <li>• Act Out Subtraction</li> <li>• Subtract From 5</li> <li>• Make and Count Groups</li> <li>• Subtract Groups</li> </ul> |  |
| PK.OA.3: For any given quantity from zero to five, use objects or drawings to find the quantity that must be added to make five.                     | <ul style="list-style-type: none"> <li>• Songs: Addition; On the Bayou; Pirates Can Add</li> <li>• Make and Count Groups</li> <li>• Add Groups</li> <li>• Act Out Addition</li> <li>• Count On</li> <li>• Sums to 5</li> <li>• Dominoes</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit 7, Pg. 247 How Many Are Hiding?</li> </ul>   |
| <b>STRAND: NUMBER AND OPERATIONS IN BASE TEN</b>   |   |  |
| Standard: Work with numbers to gain foundations for place value.   |   |  |
| <i>A. Work with Numbers 0-10 to Gain Foundations for Place Value</i>   |   |  |
| PK.NBT.1: Investigate the relationship between ten ones and ten.   | <ul style="list-style-type: none"> <li>• Place Value</li> </ul>   |  |
| <b>STRAND: MEASUREMENT AND DATA</b>  |   |  |
| Standard: Describe and compare measurable attributes.  |   |  |
| <i>A. Describe and Compare Measurable Attributes</i>   |   |  |
| PK.MD.1: Describe measurable attributes of objects, such as length or weight.  | <ul style="list-style-type: none"> <li>• Length</li> <li>• Capacity</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit 6, Pg. 114 Length</li> <li>• Unit 7, Pg. 142 Weight</li> </ul>   |
| PK.MD.2: Directly compare two objects with a measurable attribute in common, using words such as longer/shorter; heavier/lighter; or taller/shorter. | <ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest</li> <li>• Length</li> <li>• Tall and Short</li> <li>• Heavy and Light</li> <li>• Big and Little</li> <li>• Match</li> <li>• Size</li> <li>• Capacity</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 3, Pg. 296 We Are All Growing</li> <li>• Unit 6, Pg. 296 Length</li> <li>• Unit 7, Pg. 136 Exploring Length</li> <li>• Unit 7, Pg. 142 Weight</li> </ul> |

| MARYLAND STANDARD  | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES  |
|--|--|--|
| <i>A. Sort Objects into Categories and Compare Quantities</i>  |  |  |
| PK.MD.3: Sort objects into self-selected and given categories.   | <ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 119 Sorting Buttons</li> <li>• Unit 3, Pg. 340 Sort It Out</li> <li>• Unit 3, Pg. 360 Fancy Shapes</li> </ul> |
| PK.MD.4: Compare categories using words such as more or same.  | <ul style="list-style-type: none"> <li>• Songs: All Sorts of Laundry; Same and Different</li> <li>• Book: Buttons, Buttons</li> <li>• Make Comparisons</li> <li>• Match</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 6, Pg. 8 Greater Than</li> <li>• Unit 6, Pg. 71 Less Than</li> <li>• Unit 7, Pg. 147 Charting Weight</li> </ul>      |
| <b>STRAND: GEOMETRY</b>  |  |  |
| Standard: Identify and describe shapes/reason with shapes and their attributes.  |  |  |
| <i>A. Identify and Describe Two-Dimensional Shapes (Circles, Triangles, Rectangles; Including a Square Which is a Special Rectangle)</i> |  |  |
| PK.G.1: Match like (congruent and similar) shapes.   | <ul style="list-style-type: none"> <li>• Songs: Congruent Parts; Shapes, Shapes, Shapes; Kites</li> <li>• Books: Imagination Shapes; The Shape of Things</li> <li>• Simple Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Congruence</li> <li>• Similar Figures</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Unit 3, Pg. 289 Rectangles and Squares</li> <li>• Unit 3, Pg. 299 Triangles</li> <li>• Unit 3, Pg. 320 Circles</li> </ul> |
| PK.G.2: Group the shapes by attributes.  | <ul style="list-style-type: none"> <li>• Songs: Corners and Sides; Congruent Parts; Shapes, Shapes, Shapes; Kites</li> <li>• Books: Imagination Shapes; The Shape of Things</li> <li>• Simple Shapes</li> <li>• Sort</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Congruence</li> <li>• Similar Figures</li> </ul>    | <ul style="list-style-type: none"> <li>• Unit 3, Pg. 340 Sort It Out</li> <li>• Unit 3, Pg. 360 Fancy Shapes</li> </ul>  |
| <i>A. Work with Three-Dimensional Shapes to Gain Foundation for Geometric Thinking</i>   |  |  |
| PK.G.3: Match and sort three-dimensional shapes.   | <ul style="list-style-type: none"> <li>• Songs: Corners and Sides; Shapes, Shapes, Shapes</li> <li>• Book: Imagination Shapes; The Shape of Things</li> <li>• Space Shapes</li> <li>• Solid Shapes</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> <li>• Congruence</li> <li>• Similar Figures</li> <li>• Sort</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 3, Pg. 340 Sort It Out</li> <li>• Unit 3, Pg. 360 Fancy Shapes</li> <li>• Unit 4, Pg. 8 Flat or Solid?</li> </ul>    |

| MARYLAND STANDARD   | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES  |
|---|--|--|
| <i>A. Work with Three-Dimensional Shapes to Gain Foundation for Geometric Thinking continued</i>  |  |  |
| PK.G.4: Describe three-dimensional objects using attributes.  | <ul style="list-style-type: none"> <li>• Song: Corners and Sides</li> <li>• Space Shapes</li> <li>• Solid Shapes</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit 3, Pg. 340 Sort It Out</li> <li>• Unit 3, Pg. 360 Fancy Shapes</li> <li>• Unit 4, Pg. 8 Flat or Solid?</li> </ul>  |
| PK.G.5: Compose and describe structures using three-dimensional shapes. Descriptions may include shape attributes, relative position, etc.  | <ul style="list-style-type: none"> <li>• Songs: Corners and Sides; Positioning; Get Over the Bugs; Monster Trucks</li> <li>• Book: Up in the Air</li> <li>• Space Shapes</li> <li>• Solid Shapes</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> <li>• Geoboard</li> <li>• Tangrams</li> <li>• Inside, Outside, Between</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next To, On</li> <li>• Over, Under, and Through</li> <li>• Position</li> <li>• First, Middle, Last</li> </ul> | <ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Introduction, Pg. 12 Math Center</li> <li>• Unit 3, Pg. 310 Make a Triangle</li> <li>• Unit 3, Pg. 332 Circle Party</li> <li>• Unit 3, Pg. 351 Making Shapes</li> </ul> |
| <b>DOMAIN: SOCIAL STUDIES</b>   |  |  |
| <b>STRAND: POLITICAL SCIENCE</b>  |  |  |
| Standard: Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens. |  |  |
| <i>A. The Foundations and Function of Government</i>  |  |  |
| 1. Identify the importance of rules.  |  | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 14 School Field Trip</li> </ul>   |
| 2. Identify symbols and practices associated with the United States of America.   |  | <ul style="list-style-type: none"> <li>• Unit 6, Pg. 48 Flag On The Moon</li> </ul>  |
| <i>B. Individual and Group Participation in the Political System</i>  |  |  |
| 1. Recognize people important to the American political system.   |  | <ul style="list-style-type: none"> <li>• Unit 2, Pg. 203 Three Little Kittens: Rhyme Discrimination</li> <li>• Unit 6, Pg. 48 Flag On The Moon</li> </ul>  |

| MARYLAND STANDARD  | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES   |
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| <i>C. Protecting Rights and Maintaining Order</i>  |  |   |
| 1. Identify the roles, rights, and responsibilities of being a member of the family and school.                                | <ul style="list-style-type: none"> <li>• My Family</li> <li>• The Picnic</li> <li>• Dinner Time</li> <li>• Do I Have To?</li> </ul>                        | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 66 All the Way Done: Classroom Helpers</li> <li>• Unit 2, Pg. 158 This Belongs to a Friend</li> <li>• Unit 2, Pg. 240 I'm Responsible</li> <li>• Unit 3, Pg. 268 We All Love Our Families</li> </ul>                     |
| <b>STRAND: PEOPLES OF THE NATION AND THE WORLD</b>   |  |   |
| Standard: Students will understand how people in Maryland, the United States, and around the world are alike and different.    |  |   |
| <i>A. Elements of Culture</i>  |  |   |
| 1. Identify themselves as individuals and members of families that have the same human needs as others.                        | <ul style="list-style-type: none"> <li>• My Name Is Squirrel</li> <li>• My Family</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 3, Pg. 268 We All Love Our Families</li> <li>• Unit 3, Pg. 270 Dramatic Play: Grandma's House</li> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>• Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner</li> </ul> |
| <i>C. Conflict and Compromise</i>  |  |   |
| 1. Identify how groups of people interact.   |  | <ul style="list-style-type: none"> <li>• Unit 2, Pg. 160 Dramatic Play: Restaurant</li> <li>• Unit 3, Pg. 328 We All Have Jobs</li> <li>• Unit 3, Pg. 330 Dramatic Play: Fire Station</li> <li>• Unit 5, Pg. 246 Library Field Trip</li> </ul>                                |
| <b>STRAND: GEOGRAPHY</b>   |  |   |
| Standard: Students will use geographic concepts and processes to understand location and its relationship to human activities. |  |   |
| <i>A. Using Geographic Tools</i>   |  |   |
| 1. Recognize that a globe and maps are used to help people locate places.  | Each song in the Sing Around the World series begins with a map showing the location of the country.   | <ul style="list-style-type: none"> <li>• Unit 2, Pg. 225 Where We Are</li> </ul>  |
| <i>B. Geographic Characteristics of Places and Regions</i>   |  |   |
| 1. Recognize that places in the immediate environment have specific physical and human-made features.                          | <ul style="list-style-type: none"> <li>• Song: Four Ecosystems</li> <li>• Mountains</li> <li>• Deserts</li> <li>• Oceans</li> <li>• Rainforests</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 2, Pg. 225 Where We Are</li> </ul>  |
| <i>C. Movement of People, Goods and Ideas</i>  |  |   |
| 1. Identify the role of transportation in the community.   | <ul style="list-style-type: none"> <li>• Book: Follow the Apples!</li> </ul>   |   |

| MARYLAND STANDARD  | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES   |
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| <i>D. Modifying and Adapting to the Environment</i>  |  |   |
| 1. Describe how people adapt to their immediate environment.   | <ul style="list-style-type: none"> <li>• Book: That’s What I Like: A Book About Seasons</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 7, Pg. 243 What Should I Wear?</li> </ul>   |
| <b>STRAND: ECONOMICS</b>   |  |   |
| Standard: Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions. |  |   |
| <i>A. Scarcity and Economic Decision Making</i>  |  |   |
| 1. Recognize that people have to make choices because of unlimited economic wants.   |  | <ul style="list-style-type: none"> <li>• Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>   |
| 2. Identify that materials/resources are used to make products.  | <ul style="list-style-type: none"> <li>• Book: I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Materials</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 50 Follow the Apples Investigation</li> <li>• Unit 3, Pg. 298 Dramatic Play: Farm</li> <li>• Unit 3, Pg. 373 Farm to Table</li> </ul>  |
| 3. Explain how technology affects the way people live, work, and play.   | <ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> </ul>  | <ul style="list-style-type: none"> <li>• Introduction, Pg. 10 Computer Center</li> <li>• Unit 1, Pg. 38 Illustration Investigation</li> </ul>   |
| <i>B. Economic Systems and the Role of Government in the Economy</i>   |  |   |
| 1. Identify types of local markets.  | <ul style="list-style-type: none"> <li>• Books: Mr. Mario’s Neighborhood; Follow the Apples!</li> <li>• Stick ‘n’ Spell: Joe’s Market</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 2, Pg. 160 Dramatic Play: Restaurant</li> <li>• Unit 2, Pg. 242 Dramatic Play: Pet Store</li> <li>• Unit 3, Pg. 298 Dramatic Play: Farm</li> <li>• Unit 3, Pg. 373 Farm to Table</li> </ul> |
| 2. Identify how goods are acquired.  | <ul style="list-style-type: none"> <li>• Book: Follow the Apples!</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 50 Follow the Apples Investigation</li> <li>• Unit 3, Pg. 298 Dramatic Play: Farm</li> <li>• Unit 3, Pg. 373 Farm to Table</li> </ul>  |
| <b>STRAND: HISTORY</b>   |  |   |
| Standard: Students will use historical thinking skills to understand how individuals and events have changed society over time.                |  |   |
| <i>A. Change Over Time</i>   |  |   |
| 1. Distinguish among past, present, and future time.   | <ul style="list-style-type: none"> <li>• Books: I Can’t Wait; 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; The Watermelon Seed; The Brothers; Mr. Lucky Straw</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 35 Calendar</li> <li>• Unit 1, Pg. 45 Calendar: Yesterday and Today</li> <li>• Unit 1, Pg. 55 Calendar</li> </ul>  |

| MARYLAND STANDARD  | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES  |
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| <b>STRAND: SOCIAL STUDIES SKILLS AND PROCESSES</b>   |   |  |
| Standard: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources. |   |  |
| <i>A. Learn to Read and Construct Meaning about Social Studies</i>   |   |  |
| 1. Develop and apply social studies vocabulary through exposure to a variety of text and portions of text.   | <ul style="list-style-type: none"> <li>• Informational Books (See titles at end of document.)</li> </ul>                          | <ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>   |
| 2. Use strategies to prepare for reading (before reading.)   | <ul style="list-style-type: none"> <li>• Build Knowledge</li> <li>• Connect to Me</li> <li>• Peek at the Story</li> </ul>         | <ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>   |
| 3. Use strategies to monitor understanding and derive meaning from text and portions of text (during reading).   | <ul style="list-style-type: none"> <li>• Sum Up, Five Ws</li> <li>• Connect to Me</li> <li>• Build Knowledge</li> </ul>           | <ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>   |
| 4. Use strategies to demonstrate understanding of the text (after reading).  | <ul style="list-style-type: none"> <li>• Sum Up, Remember order</li> <li>• Sum Up, Five Ws</li> <li>• What Comes Next?</li> </ul> | <ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>   |
| <i>B. Learn to Write and Communicate Social Studies Understandings</i>   |   |  |
| 1. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade.  |   | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 6 Learning</li> <li>• Unit 6, Pg. 36 Good Friends Activity: My Brain</li> <li>• Has Lots of Ideas</li> <li>• Unit 6, Pg. 58 Journal Prompt: My Great Idea</li> </ul>  |
| 2. Locate, retrieve, and use information from various sources to accomplish a purpose.   |   | <ul style="list-style-type: none"> <li>• Introduction, Pg. 10 Computer Center</li> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 38 Illustration Investigation</li> <li>• Unit 4, Pg. 54 Help the Birds</li> <li>• Unit 7, Pg. 248 Weather Report</li> </ul> |



| MARYLAND STANDARD   | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES  |
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| <i>C. Ask Social Studies Questions</i>  |   |  |
| 1. Identify a topic that requires further study.  | <ul style="list-style-type: none"> <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> <li>Science Investigation</li> </ul> | <ul style="list-style-type: none"> <li>Unit 1, Pg. 24 What Do Scientists Do?</li> <li>Unit 3, Pg. 306 How Do Plants Drink?</li> <li>Unit 3, Pg. 349 Where Does Our Water Come From?</li> <li>Unit 5, Pg. 216 What Do Spiders Like?</li> <li>Unit 7, Pg. 150 What Doesn't Belong?</li> </ul>          |
| 2. Identify a situation or problem that requires study.   |   | <ul style="list-style-type: none"> <li>Unit 1, Pg. 24 What Do Scientists Do?</li> <li>Unit 3, Pg. 306 How Do Plants Drink?</li> <li>Unit 3, Pg. 349 Where Does Our Water Come From?</li> <li>Unit 5, Pg. 216 What Do Spiders Like?</li> <li>Unit 7, Pg. 150 What Doesn't Belong?</li> </ul>          |
| <i>D. Acquire Social Studies Information</i>  |   |  |
| 1. Identify primary and secondary sources of information that relate to the topic/situation/ problem being studied.   |   | <ul style="list-style-type: none"> <li>Introduction, Pg. 10 Computer Center</li> <li>Introduction, Pg. 13 Reading Center</li> <li>Story Time Activities</li> <li>Unit 1, Pg. 38 Illustration Investigation</li> <li>Unit 4, Pg. 54 Help the Birds</li> <li>Unit 7, Pg. 244 Weather Report</li> </ul> |
| 2. Engage in field work that relates to the topic/ situation/ problem being studied.  | <ul style="list-style-type: none"> <li>Observe a Simple System</li> <li>Calendar/Graph Weather</li> </ul>   |  |
| <i>E. Organize Social Studies Information</i>   |   |  |
| 1. organize information from non-print sources.   |   | <ul style="list-style-type: none"> <li>Calendar Activities</li> <li>Schedule Activities</li> </ul>   |
| 2. Organize information from print sources.   |   |  |
| <i>F. Analyze Social Studies Information</i>  |   |  |
| 1. Interpret information from secondary sources including pictures, graphics, maps, atlases, and timelines.   | <ul style="list-style-type: none"> <li>Observe a Simple System</li> </ul>   | <ul style="list-style-type: none"> <li>Introduction, Pg. 13 Reading Center</li> <li>Unit 2, Pg. 225 Where We Are</li> <li>Unit 3, Pg. 296 We Are All Growing</li> </ul>  |
| <i>G. Answer Social Studies Questions</i>   |   |  |
| 1. Describe how the community has changed over time and how people have contributed to its change, drawing from maps, photographs, newspapers, and other sources. |   |  |

| MARYLAND STANDARD   | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES   |
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| <b>DOMAIN: SCIENCE</b>  |  |   |
| <b>STRAND: SKILLS AND PROCESSES</b>   |  |   |
| Standard: Students will demonstrate thinking and acting inherent in the practice of science.  |  |   |
| <i>A. Constructing Knowledge</i>  |  |   |
| 1. Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out. | <ul style="list-style-type: none"> <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> <li>• Science Investigation</li> <li>• Observe a Simple System</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 24 What Do Scientists Do?</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 3, Pg. 349 Where Does Our Water Come From?</li> <li>• Unit 5, Pg. 216 What Do Spiders Like?</li> <li>• Unit 7, Pg. 150 What Doesn't Belong?</li> </ul> |
| <i>B. Applying Evidence and Reasoning</i>   |  |   |
| 1. People are more likely to believe your ideas if you can give good reasons for them.  | <ul style="list-style-type: none"> <li>• The Picnic</li> <li>• Dinner Time</li> <li>• Baby's Berries</li> <li>• Exercise and Rest</li> <li>• Avoid Germs and Prevent Illness</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 5, Pg. 175 Ant Farm Extension</li> <li>• Unit 6, Pg. 54 Germs</li> <li>• Unit 6, Pg. 108 Exercise Makes Me Better</li> </ul>  |
| <i>C. Communicating Scientific Information</i>  |  |   |
| 1. Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the same question.                         | <ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Dinner Time</li> <li>• The Picnic</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 24 What Do Scientists Do?</li> </ul>   |
| <i>D. Technology</i>  |  |   |
| 1. Design and make things with simple tools and a variety of materials.   | <ul style="list-style-type: none"> <li>• Book: I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Materials</li> </ul>   | <ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul>  |
| 2. Practice identifying the parts of things and how one part connects to and affects another.   | <ul style="list-style-type: none"> <li>• Body Parts</li> <li>• Parts of the Face</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit 3, Pg. 316 Plant Parts</li> <li>• Unit 6, Pg. 4 Good Friends Activity: My Body Can Do Amazing Things</li> <li>• Unit 6, Pg. 45 My Brain Is Always Growing</li> </ul>  |

| MARYLAND STANDARD   | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES   |
|---|--|---|
| <i>D. Technology continued</i>  |  |   |
| 3. Examine a variety of physical models and describe what they teach about the real things they are meant to resemble.  | <ul style="list-style-type: none"> <li>• Science Investigation</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit 3, Pg. 349 Where Does Our Water Come From?</li> <li>• Unit 5, Pg. 205 Build a Spider</li> <li>• Unit 6, Pg. 76 Germs Make People Sick</li> <li>• Unit 7, Pg. 185 The Monkeys Forgot to Brush Their Teeth!</li> </ul>  |
| <b>STRAND: EARTH/SPACE</b>  |  |   |
| Standard: Students will use scientific skills and processes to explain the chemical and physical interactions (i.e., natural forces and cycles, transfer of energy) of the environment, earth, and the universe that occur over time. |  |   |
| <i>E. Interactions of Hydrosphere and Atmosphere</i>  |  |   |
| 2. Describe the weather using observations.   | <ul style="list-style-type: none"> <li>• Song: Precipitation</li> <li>• Weather</li> <li>• Calendar/ Graph Weather</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit 3, Pg. 276 Run, Run! Shade or Sun</li> <li>• Unit 7, Pg. 233 Precipitation</li> <li>• Unit 7, Pg. 244 Weather Report</li> </ul>   |
| <i>A. Diversity of Life</i>   |  |   |
| 1. Observe a variety of familiar plants and animals to describe how they are alike and how they are different.  | <ul style="list-style-type: none"> <li>• Songs: Birds; Vertebrates; Fish; Plant or Animal; Invertebrates; 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> | <ul style="list-style-type: none"> <li>• Unit 2, Pg. 223 Living and Nonliving</li> <li>• Unit 2, Pg. 248 Plant or Animal</li> <li>• Unit 2, Pg. 258 Taking Care of Living Things</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> <li>• Unit 4, Pg. 24 What Makes a Mammal?</li> <li>• Unit 4, Pg. 44 What Makes a Bird?</li> <li>• Unit 4, Pg. 76 What Makes a Fish?</li> <li>• Unit 4, Pg. 108 What Makes an Amphibian?</li> <li>• Unit 5, Pg. 142 What Makes a Reptile?</li> </ul> |



# MARYLAND EARLY LEARNING STANDARDS BIRTH-8 YEARS 2016

| MARYLAND STANDARD   | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES   |
|---|---|---|
| <i>C. Genetics</i>  |   |   |
| 1. Observe, describe and compare different kinds of animals and their offspring.  | <ul style="list-style-type: none"> <li>• Build Knowledge: Mine</li> <li>• Mammals</li> <li>• Amphibians</li> <li>• Birds</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 4, Pg. 24 What Makes a Mammal?</li> <li>• Unit 4, Pg. 44 What Makes a Bird?</li> <li>• Unit 4, Pg. 76 What Makes a Fish?</li> <li>• Unit 4, Pg. 108 What Makes an Amphibian?</li> <li>• Unit 4, Pg. 118 Raising Tadpoles</li> <li>• Unit 5, Pg. 142 What Makes a Reptile?</li> </ul>  |
| <b>STRAND: CHEMISTRY</b>  |   |   |
| Standard: Students will use scientific skills and processes to explain the composition, structure, and interactions of matter in order to support the predictability of structure and energy transformations. |   |   |
| <i>A. Structure of Matter</i>   |   |   |
| 1. Use evidence from investigations to describe the observable properties of a variety of objects.  | <ul style="list-style-type: none"> <li>• Song: Solid or Liquid</li> <li>• Solid and Liquid</li> </ul>                               | <ul style="list-style-type: none"> <li>• Unit 3, Pg. 277 Properties of Light: Flashlights and Mirrors</li> <li>• Unit 3, Pg. 320 Circles</li> <li>• Unit 3, Pg. 337 Exploring Water</li> <li>• Unit 3, Pg. 342 The Water Cycle: Part 1</li> <li>• Unit 3, Pg. 346 The Water Cycle: Part 2</li> <li>• Unit 7, Pg. 233 Precipitation</li> </ul>   |
| <b>DOMAIN: HEALTH</b>   |   |   |
| <b>STRAND: SAFETY AND INJURY PREVENTION</b>   |   |   |
| Standard: Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.                              |   |   |
| <i>A. Emergencies</i>   |   |   |
| 1. Recognize how to respond appropriately to emergency situations.  |   | <ul style="list-style-type: none"> <li>• Unit 3, Pg. 336 Tuesday Story: Call For Help</li> <li>• Unit 3, Pg. 339 Emergency!</li> <li>• Unit 3, Pg. 375 Trusted Adults</li> <li>• Unit 6, Pg. 66 Good Friends Activity: I'm in Charge of My Body</li> <li>• Unit 6, Pg. 117 Digital Safety</li> <li>• Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe</li> <li>• Unit 7, Pg. 231 Water Safety</li> </ul> |

| MARYLAND STANDARD  | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES   |
|--|---|---|
| <b>STRAND: NUTRITION AND FITNESS</b>   |   |   |
| Standard: Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.   |   |   |
| <i>A. Responses to Food</i>  |   |   |
| 1. Identify the relationship between food and the senses.  | <ul style="list-style-type: none"> <li>• Song: Five Senses</li> <li>• Dinner Time</li> <li>• Soup’s On!</li> <li>• Sight</li> <li>• Hearing</li> <li>• Touch</li> <li>• Smell</li> <li>• Taste</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 2, Pg. 165 Safe Smelling</li> <li>• Unit 2, Pg. 195 Taste and Smell Snack Activity</li> <li>• Unit 2, Pg. 196 Sweet, Sour, Bitter, Salty</li> <li>• Unit 7, Pg. 212 It’s Different, But It’s Good!</li> </ul> |
| <i>E. Food and Health</i>  |   |   |
| 1. Recognize the relationship between food and health.   | <ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Healthy Food</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit 3, Pg. 319 Plant Part Salad</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> <li>• Unit 7, Pg. 216 Chicka Chicka Boom Boom Snack</li> </ul>   |
| <b>DOMAIN: PHYSICAL EDUCATION</b>  |   |   |
| <b>STRAND: SKILLFULNESS</b>  |   |   |
| Standard: Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skill combinations, combining skills effectively in skill themes, and applying skills. |   |   |
| <i>A. Fundamental Movement</i>   |   |   |
| 1. Show fundamental movement skills.   | <ul style="list-style-type: none"> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul>  | <ul style="list-style-type: none"> <li>• Dance &amp; Movement Activities</li> <li>• Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>• Unit 6, Pg. 122 Obstacle Course</li> </ul>  |
| <i>B. Creative Movement</i>  |   |   |
| 1. Show creative movement.   | <ul style="list-style-type: none"> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul>  | <ul style="list-style-type: none"> <li>• Dance &amp; Movement Activities</li> </ul>   |
| <i>C. Skill Themes</i>   |   |   |
| 1. Show skill themes.  | <ul style="list-style-type: none"> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul>  |   |

| MARYLAND STANDARD   | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES  |
|---|---|--|
| <b>STRAND: BIOMECHANICAL PRINCIPLES</b>   |   |  |
| Standard: Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.  |   |  |
| <i>A. Effects on Objects</i>  |   |  |
| 1. Identify ways that people and objects move.  | <ul style="list-style-type: none"> <li>• Song: Push and Pull</li> <li>• Book: Mr. Mario's Neighborhood</li> <li>• Push and Pull</li> <li>• Exercise and Rest</li> </ul> | <ul style="list-style-type: none"> <li>• Dance &amp; Movement Activities</li> <li>• Unit 4, Pg. 19 Stack, Slide, Roll</li> </ul>   |
| <i>B. Balance</i>   |   |  |
| 1. Identify balance through movement.   |   | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 130 We're Standing on One Foot!</li> <li>• Unit 4, Pg. 42 Birds on a Perch</li> <li>• Unit 5, Pg. 199 Dramatic Play: Circus School</li> <li>• Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>• Unit 7, Pg. 238 Surfing the Waves</li> </ul>  |
| <b>STRAND: MOTOR LEARNING PRINCIPLES</b>  |   |  |
| Standard: Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations. |   |  |
| <i>A. Appropriate Practices</i>   |   |  |
| 1. Recognize that skills will develop over time with appropriate practice and use of the correct cues.  | <ul style="list-style-type: none"> <li>• Book: Grandpa's Great Athlete</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 114 Snip, Snip, Cut</li> <li>• Unit 1, Pg. 130 We're Standing on One Foot!</li> <li>• Unit 3, Pg. 314 Cutting Shapes</li> <li>• Unit 4, Pg. 43 Capital Letter Scrapbook</li> <li>• Unit 5, Pg. 199 Dramatic Play: Circus School</li> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul> |
| <i>B. Corrective Feedback</i>   |   |  |
| 1. Identify the importance of corrective feedback on performance.   |   |  |

| MARYLAND STANDARD  | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES  |
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| <b>STRAND: EXERCISE PHYSIOLOGY</b>   |  |  |
| Standard: Students will demonstrate the ability to use scientific principles to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance in a variety of academic, recreational, and life tasks.                                  |  |  |
| <i>A. Effects of Physical Activity on the Body</i>   |  |  |
| 1. Identify the effects of physical activity on the body systems.  | <ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>• Unit 6, Pg. 108 Exercise Makes Me Better</li> <li>• Unit 6, Pg. 118 Come Rest Awhile</li> </ul> |
| <i>C. Components of Fitness</i>  |  |  |
| 1. Identify the components of fitness.   | <ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 6, Pg. 108 Exercise Makes Me Better</li> <li>• Unit 6, Pg. 118 Come Rest Awhile</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> </ul>   |
| <i>D. Benefits of Physical Activity</i>  |  |  |
| 1. Recognize the benefits of physical activity.  | <ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>• Unit 6, Pg. 108 Exercise Makes Me Better</li> <li>• Unit 6, Pg. 118 Come Rest Awhile</li> </ul> |
| <i>E. Nutrition and Physical Activity</i>  |  |  |
| 1. Recognize the relationship between nutrition and physical activity.   | <ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Healthy Food</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Unit 6, Pg. 108 Exercise Makes Me Better</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> </ul>   |
| <i>F. Exercise Adherence</i>   |  |  |
| 1. Recognize the factors influencing daily physical activity.  | <ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>• Unit 6, Pg. 108 Exercise Makes Me Better</li> <li>• Unit 6, Pg. 118 Come Rest Awhile</li> </ul> |
| <b>STRAND: PHYSICAL ACTIVITY</b>   |  |  |
| Standard: Students will demonstrate the ability to use the principles of exercise physiology, social psychology, and biomechanics to design and adhere to a regular, personalized, purposeful program of physical activity consistent with their health, performance, and fitness goals in order to gain health and cognitive/academic benefits. |  |  |
| <i>A. Aerobic Fitness</i>  |  |  |
| 1. Identify and show individual aerobic capacity/ cardio respiratory fitness.  |  | <ul style="list-style-type: none"> <li>• Dance &amp; Movement Activities</li> </ul>  |



# MARYLAND EARLY LEARNING STANDARDS BIRTH-8 YEARS 2016

| MARYLAND STANDARD   | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES  |
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| <i>B. Muscular Strength and Endurance</i>   |  |  |
| 1. Identify and show activities for muscular strength and muscular endurance.   | <ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul> | <ul style="list-style-type: none"> <li>• Dance &amp; Movement Activities</li> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 5, Pg. 199 Dramatic Play: Circus School</li> <li>• Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>• Unit 6, Pg. 108 Exercise Makes Me Better</li> <li>• Unit 6, Pg. 122 Obstacle Course</li> </ul> |
| <i>C. Flexibility</i>   |  |  |
| 1. Identify and show activities for flexibility.  | <ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 6, Pg. 118 Come Rest Awhile</li> </ul>   |
| <b>DOMAIN: FINE ARTS</b>  |  |  |
| <b>STRAND: DANCE: PERCEIVING, PERFORMING, AND RESPONDING</b>  |  |  |
| Standard: Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to dance.      |  |  |
| 1. Demonstrate knowledge of how elements of dance are used to communicate meaning.                                    | <ul style="list-style-type: none"> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Dance &amp; Movement Activities</li> </ul>  |
| 2. Demonstrate kinesthetic awareness and technical proficiency in dance movement.                                     | <ul style="list-style-type: none"> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Dance &amp; Movement Activities</li> </ul>  |
| 3. Respond to dance through observation, experience, and analysis.  | <ul style="list-style-type: none"> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Dance &amp; Movement Activities</li> </ul>  |
| <b>STRAND: DANCE: HISTORICAL, CULTURAL, AND SOCIAL CONTEXT</b>  |  |  |
| Standard: Students will demonstrate an understanding of dance as an essential aspect of history and human experience. |  |  |
| 1. Demonstrate knowledge of dances from a variety of cultures.  | <ul style="list-style-type: none"> <li>• Songs: Little Snowball Bush of Mine; The Zulu Warrior</li> </ul>                      | <ul style="list-style-type: none"> <li>• Unit 2, Pg. 233 Mambo Moves</li> </ul>  |
| 2. Relate dance to history, society, and personal experience.   |  | <ul style="list-style-type: none"> <li>• Unit 2, Pg. 233 Mambo Moves</li> </ul>  |
| 3. Demonstrate understanding of the relationships between and among dance and other content areas.                    | <ul style="list-style-type: none"> <li>• Song: Little Snowball Bush of Mine</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 2, Pg. 233 Mambo Moves</li> <li>• Unit 2, Pg. 251 Body Moves</li> <li>• Unit 4, Pg. 117 Giraffes Can Dance!</li> </ul>   |



| MARYLAND STANDARD  | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES  |
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| <b>STRAND: DANCE: CREATIVE EXPRESSION AND PRODUCTION</b>   |  |  |
| Standard: Students will demonstrate the ability to create and perform dance.   |  |  |
| 1. Develop the ability to improvise dance.   | <ul style="list-style-type: none"> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul>   | <ul style="list-style-type: none"> <li>• Dance &amp; Movement Activities</li> </ul>  |
| 2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning. | <ul style="list-style-type: none"> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul>   | <ul style="list-style-type: none"> <li>• Dance &amp; Movement Activities</li> </ul>  |
| 3. Develop knowledge and execution of performance competencies in dance.   |  | <ul style="list-style-type: none"> <li>• Dance &amp; Movement Activities</li> </ul>  |
| <b>STRAND: DANCE: AESTHETICS AND CRITICISM</b>   |  |  |
| Standard: Students will demonstrate the ability to make aesthetic judgments in dance.  |  |  |
| 1. Identify and apply criteria to evaluate choreography and performance.   |  |  |
| <b>STRAND: MUSIC: PERCEIVING, PERFORMING, AND RESPONDING</b>   |  |  |
| Standard: Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to music.               |  |  |
| 1. Develop awareness of the characteristics of musical sounds and silence, and the diversity of sounds in the environment.     | <ul style="list-style-type: none"> <li>• Common Sounds</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul> | <ul style="list-style-type: none"> <li>• Music Activities</li> <li>• Unit 1, Pg. 98 Dramatic Play: Music Shop</li> </ul>   |
| 2. Experience performance through singing, playing instruments, and listening to performances of others.                       | <ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>                          | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>• Unit 6, Pg. 59 Rhythm Stick Sounds</li> <li>• Unit 6, Pg. 85 Storytelling With Instruments</li> <li>• Unit 6, Pg. 86 Drum Craft</li> <li>• Unit 6, Pg. 89 Storytelling Festival</li> <li>• Unit 7, Pg. 235 Rain Sticks</li> </ul> |
| 3. Respond to music through movement.  | <ul style="list-style-type: none"> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 6, Pg. 12 Hi! Notes</li> <li>• Unit 6, Pg. 53 Floating Robots</li> <li>• Unit 7, Pg. 187 Pathways In Space</li> </ul>  |
| 4. Experiment with standard and individually created symbols to represent sounds.  |  | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 98 Dramatic Play: Music Shop</li> </ul>   |

| MARYLAND STANDARD   | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES   |
|---|--|---|
| <b>STRAND: MUSIC: HISTORICAL, CULTURAL, AND SOCIAL CONTEXT</b>  |  |   |
| Standard: Students will demonstrate an understanding of music as an essential aspect of history and human experience.   |  |   |
| <p>1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression.</p> | <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> | <ul style="list-style-type: none"> <li>Music Activities</li> <li>Unit 1, Pg. 98 Dramatic Play: Music Shop</li> </ul>  |
| <p>2. Become acquainted with the roles of music in the lives of people.</p>   | <p>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.</p>  | <ul style="list-style-type: none"> <li>Music Activities</li> </ul>  |
| <p>3. Explore the relationship of music to dance, theatre, the visual arts and other disciplines.</p>   | <p>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. For example, “What Is a Sentence?” “Pirates Can Add,” and “Five Senses.”</p>   | <ul style="list-style-type: none"> <li>Dance &amp; Movement Activities</li> <li>Dramatic Play Activities</li> <li>Visual Arts Activities</li> <li>Music Activities</li> </ul> |

| MARYLAND STANDARD   | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES  |
|---|--|--|
| Standard: Students will demonstrate an understanding of music as an essential aspect of history and human experience <i>continued</i> . |  |  |
| 4. Develop knowledge of a wide variety of styles and genres through the study of music history.   | <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> | <ul style="list-style-type: none"> <li>Music Activities</li> <li>Unit 1, Pg. 98 Dramatic Play: Music Shop</li> </ul> |
| <b>STRAND: MUSIC: CREATIVE EXPRESSION AND PRODUCTION</b>  |  |  |
| Standard: Students will demonstrate the ability to organize musical ideas and sounds creatively.  |  |  |
| 1. Develop confidence in the ability to improvise music through experimentation with sound.   |  | <ul style="list-style-type: none"> <li>Unit 1, Pg. 98 Dramatic Play: Music Shop</li> </ul>                           |
| 2. Investigate composing music through experimentation with sound and the tools of composition.   |  | <ul style="list-style-type: none"> <li>Unit 1, Pg. 98 Dramatic Play: Music Shop</li> </ul>                           |
| <b>STRAND: MUSIC: AESTHETICS AND CRITICISM</b>  |  |  |
| Standard: Students will demonstrate the ability to make aesthetic judgments.  |  |  |
| 1. Express preferences about selected musical compositions.   |  | <ul style="list-style-type: none"> <li>Unit 1, Pg. 98 Dramatic Play: Music Shop</li> <li>Music Activities</li> </ul> |

| MARYLAND STANDARD  | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES   |
|--|--|---|
| <b>STRAND: THEATRE: PERCEIVING AND RESPONDING</b>  |  |   |
| Standard: Aesthetic Education: Students will demonstrate the ability to perceive interpret, perform, and respond to the development of a variety of dramatic forms over time and the aesthetic qualities they reflect. |  |   |
| 1. Describe ways that theatre depicts themes and stories.  |  | <ul style="list-style-type: none"> <li>• Unit 6, Pg. 89 Storytelling Festival</li> <li>• Unit 6, Pg. 90 Thank You Notes for the Storytellers</li> </ul>                                 |
| 2. Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances.   |  | <ul style="list-style-type: none"> <li>• Unit 6, Pg. 89 Storytelling Festival</li> <li>• Unit 6, Pg. 90 Thank You Notes for the Storytellers</li> </ul>                                 |
| <b>STRAND: THEATRE: HISTORICAL, CULTURAL, AND SOCIAL CONTEXT</b>   |  |   |
| Standard: Students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic works, and other literature of the theatre.  |  |   |
| 1. Express a range of responses to a variety of stimuli.   |  | <ul style="list-style-type: none"> <li>• Unit 6, Pg. 89 Storytelling Festival</li> <li>• Unit 6, Pg. 90 Thank You Notes for the Storytellers</li> </ul>                                 |
| 2. Demonstrate knowledge of theatrical conventions as performers and as an audience.   |  | <ul style="list-style-type: none"> <li>• Unit 3, Pg. 318 Growing Into a Good Audience</li> <li>• Unit 6, Pg. 89 Storytelling Festival</li> </ul>  |
| <b>STRAND: THEATRE: CREATIVE EXPRESSION AND PRODUCTION</b>   |  |   |
| Standard: Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.   |  |   |
| 1. Use a variety of theatrical elements to communicate ideas and feelings.   | <ul style="list-style-type: none"> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul> | <ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Unit 6, Pg. 89 Storytelling Festival</li> <li>• Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul> |
| 2. Demonstrate knowledge of theatre performance and production skills in formal and informal presentations.  | <ul style="list-style-type: none"> <li>• Papa's Play</li> </ul>                            | <ul style="list-style-type: none"> <li>• Unit 7, Pg. 208 Program Rehearsal</li> <li>• Unit 7, Pg. 215 Chicka Chicka Boom Boom Program</li> </ul>  |
| <b>STAND: THEATRE: AESTHETICS AND CRITICISM</b>  |  |   |
| Standard: Students will demonstrate the ability to make aesthetic judgments.   |  |   |
| 1. Identify, describe, and apply criteria to assess individual and group theatre processes.  |  | <ul style="list-style-type: none"> <li>• Unit 6, Pg. 90 Thank You Notes for the Storytellers</li> </ul>   |
| 2. Identify, describe, and apply criteria to assess dramatic works and other literature of the theatre.  |  | <ul style="list-style-type: none"> <li>• Unit 6, Pg. 90 Thank You Notes for the Storytellers</li> </ul>   |



# MARYLAND EARLY LEARNING STANDARDS BIRTH-8 YEARS 2016

| MARYLAND STANDARD   | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES   |
|---|--|---|
| <b>STRAND: VISUAL ARTS: PERCEIVING AND RESPONDING</b>   |  |   |
| Standard: Aesthetic Education: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art. |  |   |
| 1. Identify, describe, and interpret observed form.   |  | <ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Visual Arts Activities</li> <li>• Unit 7, Pg. 154 Gallery Talk</li> </ul>  |
| 2. Identify and compare ways in which selected artworks represent what people see, know, feel, and imagine.   | <ul style="list-style-type: none"> <li>• Song: Colors, Colors; The Painted Rooster</li> <li>• Squirrel's Sketches</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 38 Illustration Investigation</li> <li>• Unit 7, Pg. 139 Painting My Feelings</li> <li>• Unit 7, Pg. 146 Artist's Statement</li> <li>• Unit 7, Pg. 154 Gallery Talk</li> </ul> |
| 3. Experiment with the elements of art and principles of design to develop personally meaningful compositions.  | Waterford encourages everyone to have writing and art materials available for children's creations.                          | <ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Visual Arts Activities</li> </ul>  |
| <b>STRAND: VISUAL ARTS: HISTORICAL, CULTURAL, AND SOCIAL CONTEXT</b>  |  |   |
| Standard: Students will demonstrate an understanding of visual arts as an essential aspect of history and human experience.   |  |   |
| 1. Determine ways in which works of art express ideas about self, other people, places, and events.   | <ul style="list-style-type: none"> <li>• Song: Colors, Colors; The Painted Rooster</li> <li>• Squirrel's Sketches</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 7, Pg. 139 Painting My Feelings</li> <li>• Unit 7, Pg. 146 Artist's Statement</li> <li>• Unit 7, Pg. 154 Gallery Talk</li> </ul>  |
| 2. Discuss reasons why people (including self) create and use art by studying artworks and other sources of information.  |  | <ul style="list-style-type: none"> <li>• Unit 3, Pg. 359 Dramatic Play: Zoo and Art Sculpture</li> <li>• Unit 5, Pg. 219 Spider Webs</li> </ul>   |
| 3. Differentiate among works by artists representative of different cultures  | Sing Around the World songs feature graphics that are representative of the country or culture portrayed by the song.        | <ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Unit 7, Pg. 154 Gallery Talk</li> </ul>  |
| 4. Describe processes used to interpret and express ideas in the visual arts and other disciplines.   |  | <ul style="list-style-type: none"> <li>• Unit 7, Pg. 146 Artist's Statement</li> <li>• Unit 7, Pg. 154 Gallery Talk</li> </ul>  |
| <b>STRAND: VISUAL ARTS: CREATIVE EXPRESSION AND PRODUCTION</b>  |  |   |
| Standard: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.  |  |   |
| 1. Create images and forms from observation, memory, imagination, and feelings.   | Waterford encourages everyone to have writing and art materials available for children's creations.                          | <ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Visual Arts Activities</li> </ul>  |
| 2. Investigate a variety of ways that artists develop ideas and organize the elements of art in response to what they see, know, and feel.                              |  | <ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Unit 7, Pg. 146 Artist's Statement</li> </ul>  |



# MARYLAND EARLY LEARNING STANDARDS BIRTH-8 YEARS 2016

| MARYLAND STANDARD  | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES   |
|--|---|---|
| <b>STRAND: VISUAL ARTS: AESTHETICS AND CRITICISM</b>   |   |   |
| Standard: Students will demonstrate the ability to make aesthetic judgments.   |   |   |
| 1. Develop and apply criteria to analyze personally created artworks and the artworks of others.   | <ul style="list-style-type: none"> <li>Squirrel's Sketches</li> </ul>   | <ul style="list-style-type: none"> <li>Introduction, Pg. 8 Art Center</li> <li>Visual Arts Activities</li> <li>Unit 7, Pg. 146 Artist's Statement</li> <li>Unit 7, Pg. 154 Gallery Talk</li> </ul>  |
| <b>DOMAIN: SOCIAL FOUNDATIONS</b>  |   |   |
| <b>STAND: SOCIAL EMOTIONAL REGULATION</b>  |   |   |
| Standard: Demonstrates healthy self-confidence.  |   |   |
| <i>A. Demonstrates Independence in a Range of Routines and Tasks</i>   |   |   |
| 1. Seeks new and varied experiences and challenges (i.e., put materials together in new ways to test results; joins in a peer created game or activity). |   | <ul style="list-style-type: none"> <li>Dramatic Play Activities</li> <li>Center Activities</li> <li>Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> <li>Unit 7, Pg. 212 It's Different, But It's Good!</li> </ul>   |
| 2. Requires fewer prompts to follow classroom routines and is able to independently anticipate what happens next.  |   | <ul style="list-style-type: none"> <li>Arrival and Toy Time Activities</li> <li>Reflection and Dismissal Activities</li> <li>Unit 1, Pg. 7 Schedule</li> <li>Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center</li> </ul>   |
| <i>B. Demonstrates Age-Appropriate Independence in Decision-Making</i>   |   |   |
| 1. Shows interest in leading activities and taking responsibility during cleanup activities.   | <ul style="list-style-type: none"> <li>Dinner Time</li> <li>The Picnic</li> <li>Baby's Ball</li> <li>Clubhouse</li> </ul> | <ul style="list-style-type: none"> <li>Center Activities</li> <li>Cleanup and Center Review Activities</li> <li>Unit 1, Pg. 19 Birthday Cupcakes</li> <li>Unit 1, Pg. 58 Cooking Apples Center</li> <li>Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas</li> </ul> |
| 2. Begins identifying when things are not put away in designated areas.  |   | <ul style="list-style-type: none"> <li>Cleanup and Center Review Activities</li> </ul>  |
| 3. Further expands areas of decision making (e.g., child may say, "This morning I'm going to work on my Lego building").                                 |   | <ul style="list-style-type: none"> <li>Center Activities</li> <li>Unit 6, Pg. 48 Flag On The Moon</li> </ul>  |

| MARYLAND STANDARD   | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES   |
|---|--|---|
| Standard: Initiates and maintains relations.  |  |   |
| <i>A. Expresses, Understands, and Responds to Feelings/Emotions of Others</i>                           |  |   |
| 1. Communicates negative and positive emotions verbally and responds to teacher prompts or directions.  | <ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> <li>• Lost Dinosaur</li> <li>• Soup's On!</li> <li>• Boo Hoo Baby</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 88 Chrysanthemum Discussion</li> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>• Unit 4, Pg. 26 Journal Prompt: I feel...</li> </ul>                              |
| 2. Understands wider array of feelings (e.g., frustrated, scared, lonely) and expresses them to others. | <ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Do I Have To?</li> <li>• Lost Dinosaur</li> <li>• Squirrel's Blocks</li> <li>• Noisy Children</li> </ul>                  | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 88 Chrysanthemum Discussion</li> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>• Unit 4, Pg. 26 Journal Prompt: I feel...</li> </ul>                              |
| 3. Seeks adult assistance for classmates who need support.  | Waterford's social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.  | <ul style="list-style-type: none"> <li>• Unit 5, Pg. 173 Asking for Help</li> <li>• Unit 5, Pg. 197 Good Friends Activity: I'm a Helper</li> </ul>  |
| 4. Shows concern for peers who are upset or hurt.   | <ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Musical Mayhem</li> <li>• Baby's Ball</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit 5, Pg. 197 Good Friends Activity: I'm a Helper</li> <li>• Unit 5, Pg. 218 Journal Prompt: I Helped When...</li> <li>• Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>• Unit 5, Pg. 238 Friends Use Kind Words</li> </ul> |
| <i>B. Plays or Works with Others Cooperatively</i>  |  |   |
| 1. Has one or more special friendships.   | <ul style="list-style-type: none"> <li>• Marmot Basket</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit 4, Pg. 84 Working Together</li> <li>• Unit 7, Pg. 249 Friendship</li> </ul>   |
| 2. Initiates interactions (e.g., talking, playing).   | <ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot Basket</li> <li>• Find Me!</li> </ul>   | <ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul>  |
| 3. Shares materials and equipment with other children with adult modeling and support.                  | Waterford's social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.                            | <ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Unit 1, Pg. 10 Introduction to Centers</li> <li>• Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> </ul>  |

| MARYLAND STANDARD  | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES  |
|--|---|--|
| <i>C. Recognizes Differences or Similarities Between Self as Compared to Others</i>  |   |  |
| 1. Identifies differences or similarities between self as compared to others (e.g., children with disability, gender, hair color, etc.).   | <ul style="list-style-type: none"> <li>Books: Mine; Jose Three</li> </ul>   | <ul style="list-style-type: none"> <li>Unit 6, Pg. 14 Picturing My Body</li> <li>Unit 7, Pg. 170 Exploring Weight</li> </ul>   |
| 2. Identifies and negotiates when a peer is not given the same instructions or structure (e.g., “William’s mommy lets him watch Dora. Why can’t I?”).  |   |  |
| <i>D. Shows Ability to Resolve Conflicts</i>   |   |  |
| 1. Identifies interpersonal conflicts and begins to manage emotions more effectively using self-talk with adult support and modeling (e.g., “Take three deep breaths, and then ask Caleb for another turn”). | 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.” | <ul style="list-style-type: none"> <li>Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>Unit 5, Pg. 88 Journal Prompt: I Took Turns When...</li> </ul>   |
| 2. Seeks adult help when solving interpersonal conflicts.  | Waterford’s social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.   | <ul style="list-style-type: none"> <li>Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>Unit 5, Pg. 173 Asking for Help</li> <li>Unit 5, Pg. 186 Journal Prompt: I Got Help When...</li> </ul> |
| 3. Discusses possible solutions with peers with adult assistance.  | Waterford’s social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.   | <ul style="list-style-type: none"> <li>Unit 1, Pg. 15 Good Friends: Me and My Bear</li> <li>Unit 4, Pg. 13 We’re All Happy</li> <li>Unit 6, Pg. 107 How to Solve a Problem</li> </ul>  |
| 4. Has an awareness of conflict resolution strategies but is not able to independently implement consistently (e.g., understands a story when a social strategy was used but can’t adapt functionally).      | Waterford’s social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.   | <ul style="list-style-type: none"> <li>Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>Unit 6, Pg. 107 How to Solve a Problem</li> </ul>  |



| MARYLAND STANDARD   | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES  |
|---|---|--|
| <b>STRAND: APPROACHES TO LEARNING &amp; EXECUTIVE FUNCTION</b>  |   |  |
| Standard: Self-regulation/inhibitory control.   |   |  |
| <i>A. Control Impulses</i>  |   |  |
| 1. Avoids imitating the negative behavior of peers with minimal prompting from adults.  | 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.” | <ul style="list-style-type: none"> <li>• Unit 7, Pg. 184 Consequence Game</li> <li>• Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth</li> <li>• Unit 7, Pg. 211 Tell the Truth Game</li> </ul>                                 |
| 2. Can more reliably control impulses during structured activities that are familiar (e.g., raising hand to talk).  | 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.” | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 1, Pg. 22 Name Song</li> <li>• Unit 4, Pg. 57 Self-Control Instruments</li> <li>• Unit 6, Pg. 75 Grown-up Manners</li> </ul>                |
| 3. Can play the role of a teacher in game and monitor other children’s behavior and remind them to follow the rules.  | Waterford’s social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.   | <ul style="list-style-type: none"> <li>• Unit 7, Pg. 228 Dramatic Play: Kindergarten Classroom</li> </ul>  |
| 4. Sometimes able to resist habits when they are no longer appropriate (e.g., may remember while walking to the bathroom that the paper towels have moved and change course). |   |  |
| 5. Able to play games like Red Light, Green light that require waiting for signal to do something with adult support.   | Waterford’s social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.   | <ul style="list-style-type: none"> <li>• Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me</li> <li>• Unit 4, Pg. 80 Waiting Game</li> <li>• Unit 7, Pg. 178 Fox In a Box</li> <li>• Unit 7, Pg. 242 Simon Says Blending</li> </ul> |
| <i>B. Resist Temptation</i>   |   |  |
| 1. Independently waits for an object without grabbing most of the time.   | Waterford’s social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.   | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 4, Pg. 80 Waiting Game</li> </ul>  |
| 2. Able to take turns with preferred toys or classroom materials (i.e., waits for an object without grabbing with minimal prompting).   | Waterford’s social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.   | <ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 4, Pg. 80 Waiting Game</li> </ul>   |



# MARYLAND EARLY LEARNING STANDARDS BIRTH-8 YEARS 2016

| MARYLAND STANDARD   | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES  |
|---|--|--|
| <i>B. Resist Temptation continued</i>   |  |  |
| 3. Can wait for a highly desired food or object, although may occasionally need reminders.  | Waterford’s social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.  | <ul style="list-style-type: none"> <li>Center Activities</li> <li>Unit 4, Pg. 80 Waiting Game</li> </ul>   |
| <i>C. Refrains from Emotional Outbursts and Unsafe Behaviors</i>  |  |  |
| 1. Learns coping strategies (e.g., using words, pretend play, drawing) to establish greater control and competence in managing intense emotions (e.g., after going to the emergency room, he or she may repeatedly play out the experience with dolls and stuffed animals) and resist impulse to harm self, others or property. | <ul style="list-style-type: none"> <li>Lost Dinosaur</li> <li>Squirrel’s Blocks</li> <li>Papa’s Thumb</li> <li>Lost Keys</li> </ul>  | <ul style="list-style-type: none"> <li>Introduction, Pg. 16 Private Place</li> <li>Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down</li> <li>Unit 4, Pg. 47 Quiet Bottles</li> <li>Unit 4, Pg. 57 Self-Control Instruments</li> </ul> |
| <i>D. Attentiveness—Resists Distraction to Maintain Focus on Tasks of Interest to the Child</i>   |  |  |
| 1. Increases ability to ignore distractions and sustain attention on topics that are of interest to the child (e.g., can focus on a drawing even when other children are nearby; might say, “I’ll play with you later. I want to finish this”).   | Vivid, game-like graphics and engaging tasks in Waterford offer a wide variety of activities to hold children’s interest.  | <ul style="list-style-type: none"> <li>Story Time Activities</li> <li>Center Activities</li> </ul>   |
| 2. Capable of sustaining focus on longer-term or complex projects, with support from an adult.  | Engaging activities and consistent support throughout Waterford hold children’s attention as they concentrate on each task. Support provided within each activity can range from repeating instructions, to offering encouragement and visual clues, to step-by-step, follow-me instruction. | <ul style="list-style-type: none"> <li>Story Time Activities</li> <li>Center Activities</li> <li>Unit 7, Pg. 131 I Pay Attention</li> </ul>  |
| <i>E. Attentiveness—Resists Distraction to Maintain Focus on Tasks Set By Someone Else</i>  |  |  |
| 1. Remains on task during an activity set by the teacher for short periods of time despite distractions with minimal prompting from adults (e.g., can ignore other activities nearby and hold focus on a teacher directed small group activity).  | Engaging activities and consistent support throughout Waterford hold children’s attention as they concentrate on each task.  | <ul style="list-style-type: none"> <li>Story Time Activities</li> <li>Center Activities</li> <li>Unit 7, Pg. 131 I Pay Attention</li> </ul>  |
| 2. May need a reminder to return to an earlier task after an interruption.  |  | <ul style="list-style-type: none"> <li>Center Activities</li> </ul>  |

| MARYLAND STANDARD   | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES   |
|---|--|---|
| <b>Standard: Working Memory</b>   |  |   |
| <i>A. Demonstrate the Ability to Hold and Manipulate Information</i>                                  |  |   |
| 1. Can remember recent events in a story and use this information to shape predictions and questions. | <ul style="list-style-type: none"> <li>Sum Up, Remember order</li> <li>Peek at the Story</li> <li>Find an Answer</li> </ul>  | <ul style="list-style-type: none"> <li>Story Time Activities</li> <li>Unit 1, Pg. 32 Train My Brain: Determination</li> <li>Unit 1, Pg. 148 Ten Little Goldfish</li> <li>Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth</li> </ul> |
| 2. Will frequently consider a couple of possibilities before making a choice.                         | <ul style="list-style-type: none"> <li>Memorization Skills</li> </ul>  | <ul style="list-style-type: none"> <li>Unit 1, Pg. 110 Plan, Do, Review</li> <li>Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> <li>Unit 7, Pg. 186 Journal Prompt: My Good Choice</li> </ul>                               |
| 3. Can remember and follow multiple classroom rules with visual and auditory cues.                    |  | <ul style="list-style-type: none"> <li>Unit 1, Pg. 6 Listening Rug Rules</li> <li>Unit 1, Pg. 10 Good Playing Rules</li> <li>Unit 1, Pg. 14 School Field Trip</li> </ul>  |
| 4. Can remember and follow two-step directions without prompting.                                     | Children interacting with Waterford are constantly listening to input and responding with choices, often following multi-step directions.  | <ul style="list-style-type: none"> <li>Arrival and Toy Time Activities</li> <li>Reflection and Dismissal Activities</li> <li>Center Activities</li> <li>Unit 1, Pg. 7 Schedule</li> </ul>   |
| 5. Can hold in mind the comments of peers and respond appropriately during a short class discussion.  | Social-emotional videos model conversation between various characters, with appropriate conversation rules, as they develop ideas, ask and answer relevant questions, and communicate in complete sentences. | <ul style="list-style-type: none"> <li>Introduction, Pg. 6 The Listening Rug</li> <li>Unit 1, Pg. 6 Listening Rug Rules</li> </ul>  |
| 6. Can keep track of a few different objects for short periods of time.                               | <ul style="list-style-type: none"> <li>Memorization Skills</li> </ul>  | <ul style="list-style-type: none"> <li>Unit 1, Pg. 23 Counting and Attendance</li> <li>Unit 1, Pg. 119 Sorting Buttons</li> </ul>   |
| 7. Can enjoy more complex memory games with more cards or objects.                                    | <ul style="list-style-type: none"> <li>Memorization Skills</li> <li>Logic Game</li> </ul>  |   |
| <b>Standard: Cognitive Flexibility</b>  |  |   |
| <i>A. Can Flexibly Apply Rules to Games and Behavior</i>  |  |   |
| 1. Can independently sustain a character in pretend play for ten minutes or longer.                   | <ul style="list-style-type: none"> <li>Pretend Play</li> </ul>   | <ul style="list-style-type: none"> <li>Introduction, Pg. 11 Dramatic Play Center</li> <li>Dramatic Play Activities</li> </ul>   |
| 2. Can switch roles in dramatic play.   | <ul style="list-style-type: none"> <li>Pretend Play</li> <li>Papa's Play</li> </ul>  | <ul style="list-style-type: none"> <li>Introduction, Pg. 11 Dramatic Play Center</li> <li>Dramatic Play Activities</li> </ul>   |



# MARYLAND EARLY LEARNING STANDARDS BIRTH-8 YEARS 2016

| MARYLAND STANDARD   | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES  |
|---|---|--|
| <i>A. Can Flexibly Apply Rules to Games and Behavior continued</i>  |   |  |
| 3. Can enjoy games like Simon Says that require child to follow two different rules when cued (copying, not copying).   |   | <ul style="list-style-type: none"> <li>Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me</li> <li>Unit 7, Pg. 242 Simon Says Blending</li> <li>Unit 7, Pg. 178 Fox In a Box</li> </ul>  |
| 4. Can follow different rules in different familiar contexts with minimal reminders (e.g., take off shoes at home but not at school).   |   | <ul style="list-style-type: none"> <li>Unit 1, Pg. 6 Listening Rug Rules</li> <li>Unit 1, Pg. 10 Good Playing Rules</li> <li>Unit 1, Pg. 14 School Field Trip</li> </ul>   |
| 5. Will often recognize and correct mistakes independently.   |   | <ul style="list-style-type: none"> <li>Unit 1, Pg. 132 Erasing Mistakes</li> <li>Unit 4, Pg. 44 What Makes a Bird?</li> </ul>  |
| 6. Able to change the categories used for sorting materials with help (e.g., sort by color then by shape).  | <ul style="list-style-type: none"> <li>Song: All Sorts of Laundry</li> <li>Book: Buttons, Buttons</li> <li>Sort</li> </ul>          | <ul style="list-style-type: none"> <li>Unit 1, Pg. 119 Sorting Buttons</li> <li>Unit 3, Pg. 340 Sort It Out</li> </ul>   |
| <i>B. Flexible Problem Solving—Seeks Multiple Solutions to a Question, Task, or Problem</i>   |   |  |
| 1. Begins to employ their own solutions to problems through trial and error (e.g., tries different pegs to see which one fits).   | Waterford’s social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help. | <ul style="list-style-type: none"> <li>Unit 1, Pg. 15 Good Friends: Me and My Bear</li> <li>Unit 2, Pg. 225 Where We Are</li> <li>Unit 4, Pg. 13 We’re All Happy</li> <li>Unit 6, Pg. 107 How to Solve a Problem</li> </ul>  |
| 2. Continues to become more cognitively flexible and is able to draw on varied resources to solve problems (e.g., tries to build a large structure with blocks, but the building keeps falling down. After several failed attempts, he or she tries making a larger base. May also look at how other children have made their buildings). | Waterford’s social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help. | <ul style="list-style-type: none"> <li>Unit 1, Pg. 15 Good Friends: Me and My Bear</li> <li>Unit 2, Pg. 225 Where We Are</li> <li>Unit 2, Pg. 216 Dramatic Play: Laundromat</li> <li>Unit 3, Pg. 350 Friday Story: The Perfect Square</li> <li>Unit 4, Pg. 13 We’re All Happy</li> <li>Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> <li>Unit 6, Pg. 107 How to Solve a Problem</li> </ul> |
| 3. When in conflict with another child, increasingly able to suggest possible solutions.  | Waterford’s social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help. | <ul style="list-style-type: none"> <li>Unit 1, Pg. 15 Good Friends: Me and My Bear</li> <li>Unit 4, Pg. 13 We’re All Happy</li> <li>Unit 6, Pg. 107 How to Solve a Problem</li> </ul>  |
| 4. When faced with a problem, can be reminded to slow down and think about what to do.  | Waterford’s social-emotional video series, “I Can Calm Down” reminds children to “Stop, Think, and Choose”.                         | <ul style="list-style-type: none"> <li>Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> <li>Unit 7, Pg. 186 Journal Prompt: My Good Choice</li> </ul>  |

| MARYLAND STANDARD   | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES   |
|---|--|---|
| Standard: Initiative & Curiosity  |  |   |
| <i>A. Desire to Learn—Ask Questions and Seeks New Information</i>   |  |   |
| 1.Asks questions about future events, as well as about the here and now (e.g., asks, “When will we go to Val’s?”).  | <ul style="list-style-type: none"> <li>• Science Investigation</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 6, Pg. 20 May I Help Game</li> </ul>  |
| 2.Poses questions to seek explanations about topics of interest with adult support and modeling.  | <ul style="list-style-type: none"> <li>• Science Investigation</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 24 What Do Scientists Do?</li> <li>• Unit 4, Pg. 24 What Makes a Mammal?</li> <li>• Unit 4, Pg. 44 What Makes a Bird?</li> <li>• Unit 4, Pg. 76 What Makes a Fish?</li> <li>• Unit 4, Pg. 108 What Makes an Amphibian?</li> <li>• Unit 5, Pg. 142 What Makes a Reptile?</li> <li>• Unit 5, Pg. 216 What Do Spiders Like?</li> </ul>  |
| 3.Elaborates on experiments by attempting to replicate results using different materials (e.g., gathers several materials to drop in the water table, then sorts what sinks vs. what floats).                                       | <ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> </ul> | <ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Science Center</li> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul>  |
| 4. Asks to participate in new experiences that he or she has observed or has heard of others participating in (e.g., says, “Janice goes fishing. Can I?”).  |  | <ul style="list-style-type: none"> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> <li>• Unit 7, Pg. 212 It’s Different, But It’s Good!</li> </ul>  |
| <i>B. Desire to Learn—Interest in Challenges</i>  |  |   |
| 1. Asks questions about future events, as well as about the here and now (e.g., asks “When will we go to Sarah’s house again?”).  | <ul style="list-style-type: none"> <li>• Science Investigation</li> </ul>  | <ul style="list-style-type: none"> <li>• Calendar Activities</li> <li>• Schedule Activities</li> </ul>  |
| 2. Starts to show an increase in enthusiasm for learning letters, shapes, and numbers (e.g., while looking at a book with dad, points to a word that contains the letter “S” and says, “S! That’s in my name! What is that word?”). |  | <ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Introduction, Pg. 12 Math Center</li> <li>• Story Time Activities</li> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Introduce and Count Number Activities</li> <li>• Unit 3, Pg. 289 Rectangles and Squares</li> <li>• Unit 3, Pg. 299 Triangles</li> <li>• Unit 3, Pg. 320 Circles</li> </ul> |

| MARYLAND STANDARD   | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES   |
|---|---|---|
| <i>B. Desire to Learn—Interest in Challenges continued</i>  |   |   |
| 3. Seeks new and varied experiences and challenges (e.g., puts materials together in new ways to test results; joins in a peer-created game or activity, tries to dress a new doll or builds a new construction toy). |   | <ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Unit 1, Pg. 6 Learning</li> <li>• Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> </ul> |
| <i>C. Independence in Learning—Plans and Initiates Projects</i>   |   |   |
| 1. When prompted, initiates plan of activities.   |   | <ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Unit 1, Pg. 18 Afternoon Centers</li> <li>• Unit 1, Pg. 50 Follow the Apples Investigation</li> <li>• Unit 1, Pg. 110 Plan, Do, Review</li> </ul>                         |
| 2. Shows interest in leading activities and taking responsibility during cleanup activities.  | <ul style="list-style-type: none"> <li>• Dinner Time</li> <li>• The Picnic</li> <li>• Baby’s Ball</li> <li>• Clubhouse</li> </ul>   | <ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Dramatic Play Activities</li> <li>• Cleanup and Center Review Activities</li> <li>• Unit 1, Pg. 19 Birthday Cupcakes</li> </ul>   |
| 3. Further expands areas of decision- making (e.g., child may say, “This morning I’m going to work on my Lego building”).   | <ul style="list-style-type: none"> <li>• Squirrel’s Blocks</li> <li>• Dinner Time</li> <li>• The Picnic</li> </ul>  | <ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Unit 1, Pg. 18 Afternoon Centers</li> </ul>   |
| 4. Develops greater ability to set goals and follow a plan (e.g., child says, “I’m going to pick up all these branches,” and then works until it is done).  | <ul style="list-style-type: none"> <li>• Perfect Present</li> </ul>   | <ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Unit 1, Pg. 110 Plan, Do, Review</li> <li>• Unit 5, Pg. 170 Dramatic Play: Entomology Lab</li> </ul>  |
| <b>Standard: Demonstrates Persistence</b>   |   |   |
| <i>A. Persists in an Activity from Start to Finish (Complete a Task)—Independently</i>  |   |   |
| 1. Persists with a wider variety of tasks, activities, and experiences with adult prompting.  | Engaging activities and consistent support throughout Waterford hold children’s attention as they concentrate on each task. Support provided within each activity can range from repeating instructions, to offering encouragement and visual clues, to step-by-step, follow-me instruction.. | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> </ul>  |

| MARYLAND STANDARD  | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES   |
|--|--|---|
| <i>A. Persists in an Activity from Start to Finish (Complete a Task)—Independently continued</i>   |  |   |
| 2. Keeps working to complete a task even if it is moderately difficult (e.g., persists with a somewhat challenging wooden puzzle).   | Engaging activities and consistent support throughout Waterford hold children’s attention as they concentrate on each task. Support provided within each activity can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction. | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 1, Pg. 80 Pairs</li> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> </ul>  |
| 3. Will often persist in working to complete all aspects of a planned task (e.g., when building a zoo in the block area, will keep working until every animal has a cage). | 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.  | <ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Unit 1, Pg. 32 Train My Brain: Determination</li> <li>• Unit 1, Pg. 110 Plan, Do, Review</li> <li>• Unit 2, Pg. 216 Dramatic Play: Laundromat</li> <li>• Unit 5, Pg. 134 Dramatic Play: Dinosaur Dig</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> </ul> |
| <i>B. Persists in the Face of Failure</i>  |  |   |
| 1. Continues to attempt to build a tower even after three or more unsuccessful attempts with adult support and encouragement.  |  | <ul style="list-style-type: none"> <li>• Introduction, Pg. 9 Block Center</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> </ul>   |
| 2. Experiences difficulty with drawing, cutting, and writing, but persists with adult support and encouragement until task is complete.                                    |  | <ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• Unit 1, Pg. 114 Snip, Snip, Cut</li> <li>• Unit 3, Pg. 314 Cutting Shapes</li> </ul>  |
| 3. Will often notice that a problem can be resolved by a change in approach (e.g., trying to fit a puzzle piece a few times and then rotating to find a better fit).       |  | <ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Unit 3, Pg. 350 Friday Story: The Perfect Square</li> <li>• Unit 4, Pg. 19 Stack, Slide, Roll</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> </ul>  |



# MARYLAND EARLY LEARNING STANDARDS BIRTH-8 YEARS 2016

| MARYLAND STANDARD  | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES  |
|--|--|--|
| <b>Standard: Demonstrates Cooperation</b>  |  |  |
| <i>A. Positively Participates in Cooperative Play</i>  |  |  |
| 1. Responds more appropriately and sympathetically to peers who are in need, upset, hurt, or angry (e.g., says, “Don’t cry, Willy. My daddy can fix that bike. He knows how”). | <ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Papa’s Thumb</li> <li>• Baby’s Ball</li> <li>• Musical Mayhem</li> <li>• Lost Keys</li> <li>• Noisy Children</li> </ul> | <ul style="list-style-type: none"> <li>• Unit 2, Pg. 202 Kind Kids</li> <li>• Unit 4, Pg. 4 Good Friends Activity: Guess How I’m Feeling</li> <li>• Unit 5, Pg. 197 Good Friends Activity: I’m a Helper</li> <li>• Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend</li> <li>• Unit 5, Pg. 238 Friends Use Kind Words</li> </ul> |
| 3. Shows further progress in developing friendships with peers, even if a bond is formed with just one other child.  | <ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot Basket</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 2, Pg. 188 Full Buckets</li> <li>• Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend</li> <li>• Unit 7, Pg. 249 Friendship</li> </ul>   |
| 4. Begins to try to please other children (e.g., says, “You can come to my birthday party, ok?”).  | <ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot Basket</li> <li>• Musical Mayhem</li> <li>• Baby’s Ball</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit 2, Pg. 188 Full Buckets</li> <li>• Unit 2, Pg. 202 Kind Kids</li> <li>• Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend</li> <li>• Unit 7, Pg. 249 Friendship</li> </ul>  |
| 5. Suggests solutions to problems with other children, while continuing to seek adults’ help (e.g., says, “Hey, Benjamin! We can BOTH be firemen!”).                           | Waterford’s social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.  | <ul style="list-style-type: none"> <li>• Unit 2, Pg. 188 Full Buckets</li> <li>• Unit 2, Pg. 202 Kind Kids</li> <li>• Unit 4, Pg. 13 We’re All Happy</li> <li>• Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend</li> <li>• Unit 7, Pg. 249 Friendship</li> </ul>  |
| <b>Standard: Understanding &amp; complying with classroom rules, routines, &amp; expectations.</b>   |  |  |
| <i>A. Follows Routines, Rules, and Directions</i>  |  |  |
| 1. Helps to create classroom rules.  |  | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 10 Good Playing Rules</li> </ul>  |
| 2. Responds to teacher directions or signals consistently.   |  | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 11 Cleanup and Center Review; Hand Washing and Snack</li> <li>• Unit 1, Pg. 17 Listening Song</li> <li>• Unit 1, Pg. 22 Name Song</li> </ul>  |



| MARYLAND STANDARD  | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES   |
|--|--|---|
| <i>A. Follows Routines, Rules, and Directions continued</i>  |  |   |
| 3. Takes initiative with assigned or chosen tasks relating to classroom routines.  |  | <ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Unit 1, Pg. 18 Afternoon Centers</li> <li>• Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas</li> </ul>                 |
| 4. Behaves appropriately within the context of the classroom routines with adult modeling and support (i.e. listens when someone else is talking or raises hand to share). |  | <ul style="list-style-type: none"> <li>• Introduction, Pg. 6 The Listening Rug</li> <li>• Center Activities</li> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 1, Pg. 22 Name Song</li> </ul>       |
| 5. Requires fewer prompts to follow classroom routines and is able to independently anticipate what happens next.  |  | <ul style="list-style-type: none"> <li>• Arrival and Toy Time Activities</li> <li>• Reflection and Dismissal Activities</li> <li>• Unit 1, Pg. 7 Schedule</li> </ul>  |
| <i>A. Demonstrates the Ability to Postpone Activity and Start Another</i>  |  |   |
| 1. Takes and gives cues to other children during transition and models their appropriate behavior with adult support.  |  | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 1, Pg. 36 Jump Up and Down Transition</li> </ul>  |
| 2. Occasionally demonstrates the ability to stop an engaging activity to help clean up with and requiring less support and guidance from an adult.                         | <ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• The Picnic</li> <li>• Dinner Time</li> </ul> | <ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Cleanup and Center Review Activities</li> <li>• Unit 1, Pg. 18 Afternoon Centers</li> <li>• Unit 1, Pg. 19 Birthday Cupcakes</li> </ul> |
| <i>B. Demonstrates the Ability to Adopt to New Environments with Appropriate Behaviors with Adult Support</i>  |  |   |
| 1. Manages separation anxiety from home to school by kissing caregiver goodbye or waving from the window every day.  |  | <ul style="list-style-type: none"> <li>• Arrival and Toy Time Activities</li> <li>• Reflection and Dismissal Activities</li> </ul>  |
| 2. Frequently demonstrates comfort with the transition from home to the classroom environment (e.g., easily calms down when parents leave).                                |  | <ul style="list-style-type: none"> <li>• Arrival and Toy Time Activities</li> <li>• Reflection and Dismissal Activities</li> </ul>  |
| 3. Engages in out of the classroom activities (i.e., recess) and successfully reenters classroom without disruption.   |  | <ul style="list-style-type: none"> <li>• Unit 1, Pg. 14 School Field Trip</li> <li>• Unit 5, Pg. 246 Good Friends Activity: Library Field Trip</li> </ul>   |



# MARYLAND EARLY LEARNING STANDARDS BIRTH-8 YEARS 2016

| MARYLAND STANDARD   | WATERFORD DIGITAL RESOURCES  | WATERFORD TEACHER RESOURCES  |
|---|--|--|
| <i>C. Demonstrates Appropriate Use of Materials or Belongings and Those of Others</i>   |  |  |
| 1. Helps with clean up after activities with prompting.   | <ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• The Picnic</li> <li>• Dinner Time</li> </ul>   | <ul style="list-style-type: none"> <li>• Cleanup and Center Review Activities</li> <li>• Unit 1, Pg. 19 Birthday Cupcakes</li> <li>• Unit 1, Pg. 58 Cooking Apples Center</li> </ul>                               |
| 2. Begins to demonstrate appropriate use of classroom materials with modeling (e.g., using glue in an art project appropriately or turning book pages with care).   | Waterford’s social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect the rights and property of others, as well as their own. | <ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Unit 1, Pg. 19 Birthday Cupcakes</li> <li>• Unit 1, Pg. 58 Cooking Apples Center</li> <li>• Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> </ul> |
| 3. Recognizes and is responsible for returning items to appropriate location with prompting.  | <ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Do I Have To?</li> </ul>   | <ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Cleanup and Center Review Activities</li> <li>• Unit 1, Pg. 58 Cooking Apples Center</li> </ul>  |
| 4. Begins identifying when things are not put away in designated areas.   |  | <ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Cleanup and Center Review Activities</li> </ul>  |
| <b>Standard: Demonstrates Cognitive Flexibility—Understands Symbolic Representation</b>   |  |  |
| <i>A. Represents People, Places, or Things Through Drawings, Movement, and Three Dimension Objects</i>  |  |  |
| 1. Begins to create art that is more realistic and includes some details of objects, animals or people. Such details are typically remembered features that have made an impression, but do not include all that is seen or known (e.g., draws a picture of a car with four wheels but no windows). | Waterford encourages everyone to have writing and art materials available for children’s creations.  | <ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> </ul>   |
| 2. Uses art to reflect thoughts and feelings (e.g., transforms a list of favorite foods that his teacher had recorded on paper into a mobile from which illustrations of these foods are hung).   | Waterford encourages everyone to have writing and art materials available for children’s creations.  | <ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Visual Arts Activities</li> </ul>   |
| <i>B. Engages in Pretend Play and Acts Out Roles</i>  |  |  |
| 1. Communicates thoughts and feelings through role play though may still need adult support (e.g., play acts being a kitten seeking affection and hugs).  | <ul style="list-style-type: none"> <li>• Pretend Play</li> </ul>   | <ul style="list-style-type: none"> <li>• Introduction, Pg. 11 Dramatic Play Center</li> <li>• Dramatic Play Activities</li> </ul>  |
| 2. Uses objects as symbolic props (e.g., places a shell on top of a dollhouse and declares it to be a satellite dish).  | <ul style="list-style-type: none"> <li>• Soup’s On!</li> <li>• Pretend Play</li> <li>• Perfect Present</li> </ul>  | <ul style="list-style-type: none"> <li>• Introduction, Pg. 11 Dramatic Play Center</li> <li>• Dramatic Play Activities</li> </ul>  |
| 3. Becomes more animated in play (e.g., using different voices for the baby, dog, etc.)   |  | <ul style="list-style-type: none"> <li>• Introduction, Pg. 11 Dramatic Play Center</li> <li>• Dramatic Play Activities</li> </ul>  |

| MARYLAND STANDARD   | WATERFORD DIGITAL RESOURCES   | WATERFORD TEACHER RESOURCES   |
|---|---|---|
| <i>C. Recognizes Cause and Effect</i>   |   |   |
| 1. Increased ability to understand explanations when concrete objects and actions support the verbal explanation, and phenomena are directly observable (e.g., “When we mix colors, we get a new color. See what color you get when you mix yellow with blue”). | <ul style="list-style-type: none"> <li>• Song: Solid or Liquid</li> <li>• Solid and Liquid</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit 3, Pg. 363 Fire Painting</li> </ul> |
| 2. Begins to understand explanations of events that have not been experienced directly, as long as the child has had similar experience.  | <ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Read With Me Books</li> <li>• Read-Along Books</li> <li>• Informational Books<br/>(See titles at end of document.)</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



## SUPPORT

*Professional Services offers a continuum of customizable services. [Learn more here.](#)*

## 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 Piñata 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)

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



## SONGS

### Beginning Math Songs

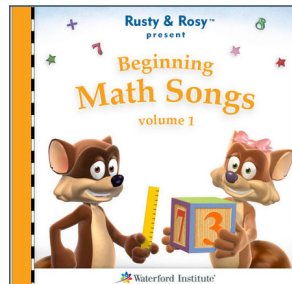
Odd Todd and Even Steven; Salsa Counting; On the Bayou—Addition; Subtract Those Cars; More Than, Fewer Than; A Nice Addition; Marching Band Counting; Doubles 1-5; Multiply by 0

### Nursery Songs and Rhymes

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

### Beginning Reading Songs

Comma, Comma, Comma; Homophone Monkey; Antonym Ant; Apples and Bananas; Old MacDonald's Vowels; ABC Show and Tell Sounds; ABC Tongue Twisters; ABC Picture Sounds; Sheep in the Shadows; C-K Rap; S Steals the Z; Blends; Blicky Licky Land; Apostrophe Pig; Capital Letters—Days; Chip Chop; Adjectives Describe; Lazy Letter Q; Nouns; Verbs; Adverbs; Irregular Verbs; Preposition Ship; Verbs that Link; Consonants; Pronouns, Sneaky Magic E; Silent Letters—G-H; Silent Letters—W; Drop Magic E; Bossy Mr. R; P-H and G-H Say Fff; Schwa Sound; Double the Fun; Strange Spelling; More Than One; Reading Detective—Peek at the Story



*Download these songs and more at iTunes. Search for “Waterford’s Rusty & Rosy and Friends.”*

## WEEKLY HOMELINK NEWSLETTERS

Weekly newsletters (28 in all) are available for teachers to share with families. The newsletters explain what children are learning during the week and provide resources and activities to involve families.

## MATH HOMELINK NEWSLETTERS

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

## SCIENCE HOMELINK NEWSLETTERS

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

## READING HOMELINK NEWSLETTERS

### Alphabet Knowledge

### Comprehension and Vocabulary

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

### Readiness Skills Letters

Naming Parts of the Body; First, Next, Last; One-to-One Correspondence; Opposites; Look at Details (identify same and different)

### Phonological Awareness Letters

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