



# CURRICULUM *Correlation*

*Waterford  
Reading Academy*

**100%**

*Assisting Students  
Struggling with  
Reading: Response  
to Intervention*

# TABLE OF CONTENTS



<b>OVERVIEW</b> .....	<b>1</b>
<b>RECOMMENDATION 1.</b> Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Regularly monitor the progress of students who are at elevated risk for developing reading disabilities .....	<b>2</b>
<b>RECOMMENDATION 2.</b> Provide differentiated reading instruction for all students based on assessments of students' current reading levels (tier 1) .....	<b>3</b>
<b>RECOMMENDATION 3.</b> Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. Typically, these groups meet between three and five times a week for 20 to 40 minutes (tier 2) ...	<b>5</b>
<b>RECOMMENDATION 4.</b> Monitor the progress of tier 2 students at least once a month. Use these data to determine whether students still require intervention. For those students still making insufficient progress, school-wide teams should design a tier 3 intervention plan .....	<b>7</b>
<b>RECOMMENDATION 5.</b> Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3) .....	<b>8</b>
<b>WATERFORD BOOKS AND RELATED ACTIVITIES</b> .....	<b>10</b>



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

## ABOUT THE PRACTICE GUIDE

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

## ABOUT WATERFORD.ORG

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

with powerful assessment, diagnostic, analysis, and progress monitoring tools, as well as a deep library of online and offline instructional resources.

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

## WATERFORD PROGRAMS

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

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

## DOCUMENT ORGANIZATION

This document includes a correlation chart with the following columns:

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



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



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



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

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



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

2. Evaluation and Training Institute. (2016). Utah i3 Pre-Kindergarten Study. Retrieved from ETI: <https://www.eticonsulting.org/i3>



RtI RECOMMENDATIONS AND METHODS	WATERFORD SUPPORTS FOR RESPONSE TO INTERVENTION
<b>RECOMMENDATION 3. PROVIDE INTENSIVE, SYSTEMATIC INSTRUCTION ON UP TO THREE FOUNDATIONAL READING SKILLS IN SMALL GROUPS TO STUDENTS WHO SCORE BELOW THE BENCHMARK SCORE ON UNIVERSAL SCREENING. TYPICALLY, THESE GROUPS MEET BETWEEN THREE AND FIVE TIMES A WEEK FOR 20 TO 40 MINUTES (TIER 2) <i>continued.</i></b>	
<p>Implement this program three to five times a week, for approximately 20 to 40 minutes.</p>	<p><b>Dedicated usage significantly impacts student learning.</b> When used with fidelity, rigorous scientific studies show that Waterford Early Learning has a significant impact on student learning as it closes achievement gaps and accelerates learning. Waterford’s fidelity targets align with Response to Intervention implementation, with the following usage targets for the online curriculum:</p> <ul style="list-style-type: none"> <li>• Kindergarten: 60 minutes per week (recommended 15 minutes a day)</li> <li>• 1st Grade: Recommended 25–30 minutes a day</li> <li>• 2nd Grade: Recommended 25–30 minutes a day</li> </ul> <p><b>Intervention model blends software and teacher-led instruction.</b> Waterford’s intervention model blends this software usage with teacher-led explicit instruction. Using Waterford’s interactive whiteboard tools (Classroom Advantage), teachers provide targeted skills instruction daily in flexible small groups of no more than five students. Waterford trainers coach teachers to ensure that more than 50% of their teaching is explicit, direct, and face-to-face, providing a high level of teacher-student interaction.</p>
<p>Build skills gradually and provide a high level of teacher-student interaction with opportunities for practice and feedback.</p>	<p>Waterford is a truly blended program that includes both online and offline components, with a cutting-edge sequencing algorithm that ensures systematic skills development with automatic review and remediation based on student needs. Teacher tools, including ongoing data, visually intuitive reports, interactive whiteboard activities, and a rich library of downloadable teacher resources provide a foundation for high levels of teacher-student interactions with opportunities for practice and feedback.</p> <p><b>Systematic skills development.</b> The Waterford approach is characterized by explicit, systematic instruction, where interactive activities are intentionally offered in a sequence shown by research to accelerate literacy learning. Within this evidence-based approach, learning is personalized with embedded scaffolds, including:</p> <ul style="list-style-type: none"> <li>• Adaptive sequencing from a deep library of instructional activities</li> <li>• Continual review to prevent learning decay</li> <li>• Ongoing assessment and targeted remediation activities</li> <li>• Guided practice</li> <li>• Visual and audio cues</li> <li>• Immediate corrective feedback</li> </ul>





RtI RECOMMENDATIONS AND METHODS	WATERFORD SUPPORTS FOR RESPONSE TO INTERVENTION
<p><b>RECOMMENDATION 3. PROVIDE INTENSIVE, SYSTEMATIC INSTRUCTION ON UP TO THREE FOUNDATIONAL READING SKILLS IN SMALL GROUPS TO STUDENTS WHO SCORE BELOW THE BENCHMARK SCORE ON UNIVERSAL SCREENING. TYPICALLY, THESE GROUPS MEET BETWEEN THREE AND FIVE TIMES A WEEK FOR 20 TO 40 MINUTES (TIER 2) <i>continued</i>.</b></p>	
<p>Build skills gradually and provide a high level of teacher-student interaction with opportunities for practice and feedback <i>continued</i>.</p>	<p><b>Teacher-student interaction.</b> Waterford trainers coach teachers to ensure that 50% of their teaching is explicit, direct, and face-to-face, providing a high level of teacher-student interaction. Teachers are empowered with the following resources to deepen instruction, target skills, extend practice, and provide authentic feedback:</p> <ul style="list-style-type: none"> <li>• <b>Intervention groups:</b> Data-based recommendations for grouping students who struggle with similar concepts and skills in intervention activities.</li> <li>• <b>Interactive whiteboard resources:</b> Digital activities and targeted playlists for interactive whiteboards for small group and classroom intervention activities.</li> <li>• <b>Searchable online library:</b> Rich library of downloadable teacher resources, including lesson plans, worksheets, and extended learning activities targeting literacy skills across multiple content areas, like math, science, social studies, music, physical education, and drama.</li> </ul>
<p><b>RECOMMENDATION 4. MONITOR THE PROGRESS OF TIER 2 STUDENTS AT LEAST ONCE A MONTH. USE THESE DATA TO DETERMINE WHETHER STUDENTS STILL REQUIRE INTERVENTION. FOR THOSE STUDENTS STILL MAKING INSUFFICIENT PROGRESS, SCHOOL-WIDE TEAMS SHOULD DESIGN A TIER 3 INTERVENTION PLAN.</b></p>	
<p>Monitor progress of tier 2 students on a regular basis using grade appropriate measures. Progress monitoring should occur at least eight times during the school year.</p>	<p>Waterford provides best practice recommendations for multi-tiered systems, which include reviewing student progress in Waterford reports at least biweekly as part of a multiple measures approach to progress monitoring.</p>
<p>While providing tier 2 instruction, use progress monitoring data to identify students needing additional instruction.</p>	<p><b>Rich reporting features support educators.</b> Teachers can use Waterford’s rich reporting features to monitor progress in real-time, identify areas of difficulty, and utilize additional intervention tools in varied instructional settings. Waterford trainers support teachers in developing these progress monitoring strategies, including using Monthly Action Planning worksheets to identify intervention needs and plan targeted supports for each student based on the quadrant in which students are scored. Educators can use Area of Difficulty reports to diagnose student areas of weakness with precision and create personalized learning pathways of targeted interventions to address student needs.</p>
<p>Consider using progress monitoring data to regroup tier 2 students approximately every six weeks.</p>	<p><b>Reports identify students who need intervention work.</b> Waterford reports automatically identify and group students who are struggling with similar concepts, adjusting these recommendations for flexible small groups in real-time. This data-based support ensures teachers are always optimizing their intervention work, providing additional instruction and practice to students in the areas where they most need support. Teachers are trained to use Waterford’s Intervention Goal Worksheet to plan small groups based on identified needs. This worksheet should be completed every six weeks to quickly identify emerging needs and regroup students based on progress monitoring data.</p>



RtI RECOMMENDATIONS AND METHODS	WATERFORD SUPPORTS FOR RESPONSE TO INTERVENTION
<b>RECOMMENDATION 5. PROVIDE INTENSIVE INSTRUCTION ON A DAILY BASIS THAT PROMOTES THE DEVELOPMENT OF THE VARIOUS COMPONENTS OF READING PROFICIENCY TO STUDENTS WHO SHOW MINIMAL PROGRESS AFTER REASONABLE TIME IN TIER 2 SMALL GROUP INSTRUCTION (TIER 3).</b>	
<p>Implement concentrated instruction that is focused on a small but targeted set of reading skills.</p>	<p><b>Teachers empowered to support individual students.</b> Teachers are empowered to create an action plan designed for each student's individual needs in key literacy skills. This action plan may include, but is not limited to the following activities:</p> <ul style="list-style-type: none"> <li>• Providing teacher-led intervention opportunities in small group or one-on-one sessions</li> <li>• Creating customized lessons (playlists) targeting discrete reading skills for individual computer time, online instruction at home, and small group interventions using interactive whiteboard activities</li> <li>• Reviewing reports, including Objective Level Mastery, Area of Difficulty, and Usage</li> <li>• Providing peer tutoring opportunities during small-group workstations</li> <li>• Using teacher materials and parent newsletters to send home practice opportunities for students</li> <li>• Providing additional time on Waterford (in class and at home)</li> <li>• Increasing monitoring</li> </ul>
<p>Adjust the overall lesson pace.</p>	<p><b>Pacing through sequencer and teacher-led playlists.</b> Waterford's sophisticated sequencer automatically adjusts the overall lesson pace to reflect student needs based on ongoing assessments that are integrated in fun, game-like contexts throughout the instructional sequence. Teachers can also create customized lessons (playlists), adjusting instructional pacing for individual, small group, and teacher-led instruction.</p>
<p>Schedule multiple and extended instructional sessions daily.</p>	<p><b>High level of teacher-student interaction.</b> Options and tools within Waterford's Teacher Manager enable the teacher to easily schedule multiple and extended instructional sessions daily, creating many opportunities for teacher-student interaction. For this reason, Waterford is an effective tool for small group (Tier 3, 1-3 students) instruction, enabling teachers to vary the modality of the instruction to support multi-sensory approaches to learning. Waterford flexes with the intensity of the intervention, enabling teachers to select from multiple options to vary their instructional approaches and addresses different learning styles and needs with visual, auditory, and kinesthetic learning activities. Waterford trainers coach teachers to use Waterford tools in their teacher-led instruction, including flexible small groups working on very targeted learning objectives and skills. More than 50% of the teaching that occurs in the Waterford program is explicit, direct, and face-to-face, providing a high level of teacher-student interaction.</p>



RtI RECOMMENDATIONS AND METHODS	WATERFORD SUPPORTS FOR RESPONSE TO INTERVENTION
<b>RECOMMENDATION 5. PROVIDE INTENSIVE INSTRUCTION ON A DAILY BASIS THAT PROMOTES THE DEVELOPMENT OF THE VARIOUS COMPONENTS OF READING PROFICIENCY TO STUDENTS WHO SHOW MINIMAL PROGRESS AFTER REASONABLE TIME IN TIER 2 SMALL GROUP INSTRUCTION (TIER 3) <i>continued.</i></b>	
<p>Include opportunities for extensive practice and high-quality feedback with one-on-one instruction.</p>	<p><b>One-on-one instruction online and face-to-face.</b> Waterford provides users with opportunities for extensive practice and high-quality feedback, during both online and face-to-face instruction. Waterford is a truly blended program that includes both online and offline components, with a cutting-edge sequencing algorithm that ensures systematic skills development with automatic review and remediation based on student needs. Digitally, review and remediation occur seamlessly within the personalized scope and sequence. Students are always supported with corrective feedback, guided to the correct answer, and provided additional instruction, practice, and review until they achieve mastery. This approach essentially mimics a one-on-one tutoring session, with extended practice opportunities and immediate feedback that makes the learning experience fun. Practice and feedback are also extended in face-to-face contexts during Waterford’s use as a component in one-on-one tutoring and small group, teacher-led instruction.</p>
<p>Plan and individualize tier 3 instruction using input from a school-based RtI team.</p>	<p><b>In-app data supports RTI teams.</b> Waterford’s in-app data dashboards and visually intuitive reports provide powerful evidence for RTI teams to use as they consider multiple measures in planning tier 3 interventions. For example, the Waterford dashboard provides hot button links that drill down to granular data points for each student to drive insightful analysis into a child’s progress, struggles, and successes. Teachers can use this data to create highly customized lessons (playlists) that utilize digital tools in individual tutoring sessions or in teacher-led, small group instruction. Waterford trainers also coach teachers to use Waterford’s RTI planning tools to vary the modality of their instruction to support multi-sensory approaches to learning.</p>
<p>Ensure that tier 3 students master a reading skill or strategy before moving on.</p>	<p><b>Students scaffolded to mastery.</b> Whether used individually or as a component of face-to-face instruction, the Waterford sequencer is adaptive, supporting a mastery-based approach. With Waterford Early Learning, students never get stranded when they struggle. Instead, every activity carefully scaffolds the learner with corrective, interactive feedback and learning rewards like fun animations or certificates of achievement. Students can progress in an individual strand independently of their progress in another. The automatic remediation occurs seamlessly throughout the scope and sequence until the student demonstrates mastery.</p> <p><b>Depth of content ensures engagement.</b> Significantly, Waterford Early Learning is differentiated by its very deep library of research-based activities, which enable basic skills to be taught, reviewed, and remediated with content that is new to the student, rather than simply repeating prior materials. This depth of content and ongoing assessment ensures struggling students stay engaged and progress in their personalized learning sequence, without getting stuck.</p> <p><b>Dashboards provide teachers with data.</b> Waterford dashboards provide teachers with the data they need to plan targeted support in teacher-led small group or individual tutoring settings to ensure that Tier 3 students achieve mastery in areas of need and begin to close gaps.</p>



## 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

## CONTINUAL DEVELOPMENT

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



## FLUENT READING

### Read-Along Books

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

### Fluency Comprehension and Speed Titles

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

### Informational Books

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

### Readable Books (Record, Read, Listen) Titles

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

### Sentence Dictation Titles

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

Chase Race; Shopping Day; Two Little Pines; Can Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Go, Frog, Go!; Pip, the Big Pig; I Am Sam; Who Am I?



## PRE-MATH & SCIENCE

### Math Books

One Day on the Farm; Two Feet; Look for Three; Four Fine Friends; Grandpa's Great Athlete: A Book About 5; Hide and Seek Six; Just Seven; Eight at the Lake; 9 Cat Night; Ten for My Machine; The Search for Eleven; The Tasty Number Twelve; Thirteen in My Garden; Fourteen Camel Caravan; Fifteen on a Spring Day; Dinner for Sixteen; The Seventeen Machine; Eighteen Carrot Stew; Nineteen Around the World; Twenty Clay Children; Poor Wandering 1; Snowy Twos Day; 1, 2, 3, 4 in the Jungle; Give Me 5; Suzy Ladybug; 7 Train; 8 Octopus Legs; Highway 9; 10 Astronauts; When I Saw 11; I Love the Number 12; 13 Clues; 14 Camels; Fun 15; 16 Ants; Counting to 17; 18 Carrot Stew; 19 Around the World; 20 Fingers and Toes

### Science Books

That's What I Like: A Book about Seasons; I Want to Be a Scientist Like Jane Goodall; Mr. Mario's Neighborhood; Mela's Water Pot; I Want to Be a Scientist Like Wilbur and Orville Wright; Follow the Apples!; I Want to Be a Scientist Like George Washington Carver; Guess What I Am; Where in the World Would You Go Today?; Star Pictures; I Wish I Had Ears Like a Bat; Creepy Crawlers

### Counting Songs

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

## Number Songs

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

## BASIC MATH & SCIENCE

### Math & Science Books

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

## FLUENT MATH & SCIENCE

### Math & Science Books

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

## WATERFORD MENTOR

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