

CURRICULUM *Correlation*

*Waterford
Upstart*

100%

*Rhode Island
Early Learning
& Development
Standards 2013*

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| RHODE ISLAND STANDARDS | WATERFORD RESOURCES |
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| PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH) | |
| COMPONENT 1: HEALTH AND SAFETY PRACTICES | |
| LEARNING GOAL 1.A: CHILDREN ENGAGE IN STRUCTURE AND UNSTRUCTURED PHYSICAL ACTIVITY. | |
| Increase their amount of play and activity, using more muscles and for longer periods of time (i.e., at least 60 minutes total each day) | Waterford Upstart families receive messages offering ideas and suggestions to support children's development of motor skills including balance and fitness, such as strength, flexibility, and endurance. |
| LEARNING GOAL 1.B: CHILDREN BECOME INCREASINGLY ABLE TO IDENTIFY UNSAFE SITUATIONS AND GRADUALLY LEARN STRATEGIES FOR RESPONDING TO THEM. | |
| Follow safety rules with adult assistance | Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book. |
| Recognize symbols or signs for danger (e.g., poison labels) and avoid those objects or areas | Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book. |
| Follow emergency routines after adult instruction | Resources: <ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety for Kids |
| Understand the consequences of not following rules related to safety | Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book. |
| LEARNING GOAL 1.C: CHILDREN DEVELOP SELF-HELP SKILLS. | |
| Help in preparing snacks and meals | Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book. |
| Demonstrate independence in personal selfcare skills (e.g., washing hands, brushing teeth) | Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book. |
| Dress or undress | Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book. |
| Manage zippers, buttons, buckles, and Velcro | Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book. |
| Tell an adult caregiver when tired | Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book. |
| COMPONENT 2: GROSS MOTOR DEVELOPMENT | |
| LEARNING GOAL 2.A: CHILDREN DEVELOP LARGE MUSCLE CONTROL, STRENGTH, AND COORDINATION. | |
| Catch a small ball with two hands | Waterford Upstart families receive messages offering ideas and suggestions to support children's development of motor skills including balance and fitness, such as strength, flexibility, and endurance. |

| RHODE ISLAND STANDARDS | WATERFORD RESOURCES |
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| LEARNING GOAL 2.A: CHILDREN DEVELOP LARGE MUSCLE CONTROL, STRENGTH, AND COORDINATION <i>continued</i> | |
| Bounce a ball and catch it | Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance. |
| Aim and throw a ball with some accuracy | Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance. |
| LEARNING GOAL 2.B: CHILDREN DEVELOP TRAVELING SKILLS. | |
| Hop forward on one foot | Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance. |
| Walk along a beam or edge | Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance. |
| Gallop | Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance. |
| Skip | Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance. |
| Run with control and balance, making quick turns without losing speed and quick stops | Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance. |
| Demonstrate how their body can move forward, backward, left and right | Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance. |
| Demonstrate how their body can move fast or slow | Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance. |
| COMPONENT 3: FINE MOTOR DEVELOPMENT | |
| LEARNING GOAL 3.A: CHILDREN DEVELOP SMALL MUSCLE CONTROL, STRENGTH, AND COORDINATION. | |
| Fold a piece of paper with accuracy and symmetry | <ul style="list-style-type: none"> • Song: Symmetry • Book: Symmetry and Me |
| Work a puzzles of up to 10 pieces | <ul style="list-style-type: none"> • Puzzle Game <p>Resources:</p> <ul style="list-style-type: none"> • Shape Puzzles |

| RHODE ISLAND STANDARDS | WATERFORD RESOURCES |
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| LEARNING GOAL 3.A: CHILDREN DEVELOP SMALL MUSCLE CONTROL, STRENGTH, AND COORDINATION <i>continued</i>. | |
| Use simple tools (e.g., stapler, hole punch, scissors, tape dispenser) | The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination. |
| Hold paper and begin to cut with scissors along a straight line | The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination. |
| LEARNING GOAL 3.B: CHILDREN DEVELOP WRITING AND DRAWING SKILLS. | |
| Draw recognizable shapes | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. |
| Write some letters and numerals | <ul style="list-style-type: none"> • Letter Pictures • Letter Trace (Letter Picture Writing) • Explain Numbers • Number Instruction |
| SOCIAL AND EMOTIONAL DEVELOPMENT (SE) | |
| COMPONENT 1: RELATIONSHIPS WITH OTHERS | |
| LEARNING GOAL 1.A: CHILDREN DEVELOP TRUST IN AND ENGAGE POSITIVELY WITH ADULTS WHO ARE FAMILIAR AND CONSISTENTLY PRESENT IN CHILDREN’S LIVES. | |
| Maintain well-being while apart from parents or primary caretakers when in familiar settings or with familiar and trusted adults | Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book. |
| Have a close relationship with a consistent non-parental caregiver, showing interest in the adult’s feelings, preferences, and well-being and sharing their experiences | Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book. |
| Participate in longer and more reciprocal interactions (when interacting with familiar adults in role play, games, or structured activities) and take greater initiative in social interaction (including turn-taking) | Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative. |
| LEARNING GOAL 1.B: CHILDREN ENGAGE IN POSITIVE RELATIONSHIPS AND INTERACTIONS WITH OTHER CHILDREN. | |
| Make decisions with other children, with adult guidance and assistance | Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative. |
| Demonstrate consideration for and cooperation with other children | Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative. |
| Prefer to play with one or two special friends | Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book. |
| Suggest solutions to conflicts | Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help. |
| Demonstrate an ability to compromise when working or playing in a group | Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative. |

| RHODE ISLAND STANDARDS | WATERFORD RESOURCES |
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| LEARNING GOAL 1.B: CHILDREN ENGAGE IN POSITIVE RELATIONSHIPS AND INTERACTIONS WITH OTHER CHILDREN <i>continued.</i> | |
| Sustain interactions with friends for increasing periods of time | Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative. |
| Successfully enter into play when a group of children are already involved | Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative. |
| Can predict the causes of other children's emotions (e.g., "she is sad because . . .") | <ul style="list-style-type: none"> • Boo Hoo Baby • Baby's Ball |
| COMPONENT 2: SENSE OF SELF | |
| LEARNING GOAL 2.A: CHILDREN DEVELOP AN AWARENESS OF THEMSELVES AS AN INDIVIDUAL WITH UNIQUE THOUGHTS, FEELINGS, AND PERSPECTIVES. | |
| Differentiate themselves from others based on characteristics they use to describe themselves, such as "shy" or "smart." | Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book. |
| Differentiate themselves from others in terms of specific abilities (e.g., "I am a fast runner," or "I am a good climber.") | <ul style="list-style-type: none"> • Books: Grandpa's Great Athlete; Play Ball |
| LEARNING GOAL 2.B: CHILDREN DEVELOP THE CONFIDENCE TO COMPLETE AN ACTION SUCCESSFULLY OR INDEPENDENTLY. | |
| Resist help and demonstrate a sense of competence (e.g., insisting on dressing themselves, pouring their own juice, etc.) | Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book. |
| Stay with a task until it is completed | Engaging activities throughout Waterford hold children's attention as they concentrate on each task. |
| Move between independence and dependence in a way that meets their needs for both and that is appropriate for the circumstances | Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book. |
| COMPONENT 3: SELF-REGULATION | |
| LEARNING GOAL 3.A: CHILDREN DEVELOP THE ABILITY TO EXPRESS AND REGULATE THEIR OWN EMOTIONS. | |
| Control strong emotions most of the time in an appropriate manner | 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." |
| Persist at a difficult task with decreasing amounts of frustration | When children need extra assistance to finish a task, Waterford helps build persistence by providing support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction. |
| Can name emotions using words, signs, or other communication methods | <p>Resources:</p> <ul style="list-style-type: none"> • Lots of Feelings • Feelings Poster • Guess How I'm Feeling • Emotion Cards |

| RHODE ISLAND STANDARDS | WATERFORD RESOURCES |
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| LEARNING GOAL 3.B: CHILDREN DEVELOP THE ABILITY TO CONTROL IMPULSES. | |
| With adult assistance, demonstrate control over actions, words, and emotions in response to a situation | 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.” |
| Follow rules and apply them to new situations and environments (e.g., putting their coat in a cubby at school but hanging it on a peg at home) | Rules and routines become familiar and children begin to demonstrate self-control as they progress independently through the Waterford sequence of activities. |
| Participate in group activities for increasing amounts of time | Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book. |
| Consistently demonstrate the ability to stop an engaging activity to transition to another less desirable activity | When the student’s session time has expired, a pop-up displays with a character holding a stop sign. The signal is accompanied by the spoken message “Your turn is finished, you’ve done a good job.” |
| LANGUAGE DEVELOPMENT (LD) | |
| COMPONENT 1: RECEPTIVE LANGUAGE | |
| LEARNING GOAL 1.A: YOUNG CHILDREN ATTEND TO, UNDERSTAND, AND RESPOND TO INCREASINGLY COMPLEX LANGUAGE. | |
| Demonstrate an understanding of complex statements, questions, and stories containing multiple phrases and ideas | Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book. |
| Respond appropriately to a specific and varied vocabulary | Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning. |
| Follow detailed, multistep directions (e.g., “Put away your toys, wash your hands, and come to the table.”) | Children interacting with Waterford are constantly listening to input and responding with choices, often following detailed, multi-step directions. |
| COMPONENT 2: EXPRESSIVE LANGUAGE | |
| LEARNING GOAL 2.A: YOUNG CHILDREN USE INCREASINGLY COMPLEX VOCABULARY, GRAMMAR, AND SYNTAX TO EXPRESS THOUGHTS AND NEEDS. | |
| Communicate clearly enough to be understood by unfamiliar listeners, with few pronunciation errors | Waterford introduces letter sounds with instruction demonstrating positioning of the lips and tongue to form the sound correctly and clearly. |
| Expand their vocabulary with words of increasing specificity and variety | 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. |
| Demonstrate an increasing knowledge of the meanings of words and skill in determining the meaning of unknown words | 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. |
| Use increasingly complex, longer sentences, including sentences that combine two or three phrases | <ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences |

| RHODE ISLAND STANDARDS | WATERFORD RESOURCES |
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| LEARNING GOAL 2.A: YOUNG CHILDREN USE INCREASINGLY COMPLEX VOCABULARY, GRAMMAR, AND SYNTAX TO EXPRESS THOUGHTS AND NEEDS <i>continued</i>. | |
| Use more complex grammar and parts of speech, including prepositions, regular and irregular plural forms of nouns, correct subject/verb agreement, pronouns, possessives, and regular and irregular past tense verbs | <ul style="list-style-type: none"> Songs: Preposition Ship; Nouns; More Than One; Verbs; I Happened Yesterday |
| COMPONENT 3: PRAGMATICS | |
| LEARNING GOAL 3.A: YOUNG CHILDREN UNDERSTAND, FOLLOW, AND USE APPROPRIATE SOCIAL AND CONVERSATIONAL RULES. | |
| Follow commonly accepted norms of communication in group settings with increasing independence (e.g., responding appropriately to such direction as “Only one child speaks at once; raise your hand.”) | 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. |
| Engage, with support and modeling, in conversations of at least five turns, with each exchange relating to and building upon what was said previously | Social-emotional videos model conversations between various characters, with appropriate conversation rules, as they develop ideas, ask and answer relevant questions, and communicate in complete sentences. |
| Use language to communicate with others in familiar and unfamiliar social situations for a variety of purposes | Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book. |
| COMPONENT 4: LANGUAGE DEVELOPMENT OF DUAL LANGUAGE LEARNERS | |
| LEARNING GOAL 4.A: YOUNG CHILDREN ATTEND TO, UNDERSTAND, AND RESPOND TO INCREASINGLY COMPLEX LANGUAGE AS WELL AS A RANGE OF TOPICS AND TYPES OF TEXTS (INCLUDING DIGITAL TEXTS) IN ENGLISH. | |
| Demonstrate an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activities | 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. |
| Demonstrate an understanding of words in English related to more advanced concepts (e.g., abstract emotions and ideas) | 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. |
| Follow directions that involve a one- or two-step sequence, relying less on contextual cues | Children interacting with Waterford are constantly listening to input and responding with choices, often following detailed, multi-step directions. |
| LEARNING GOAL 4.B: YOUNG CHILDREN BECOME INCREASINGLY PROFICIENT IN EXPRESSING THEIR THOUGHTS AND IDEAS IN ENGLISH. | |
| Demonstrate increasing reliance on verbal communicating in English to be understood by others | Waterford is committed to creating a diverse learning experience that connects with learners from all backgrounds. Activities develop children’s vocabulary and asks them to respond orally, sing along with songs, and follow directions. |
| Use new English vocabulary to share knowledge of concepts, including conversational and academic vocabulary | 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. |

| RHODE ISLAND STANDARDS | WATERFORD RESOURCES |
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| LEARNING GOAL 4.B: YOUNG CHILDREN BECOME INCREASINGLY PROFICIENT IN EXPRESSING THEIR THOUGHTS AND IDEAS IN ENGLISH <i>continued.</i> | |
| Sustain a conversation in English with increasingly complex syntax, adding conjunctions, subject-verb object patterns, and other more advanced elements of English sentence construction | Social-emotional videos model conversations between various characters, with appropriate conversation rules, as they develop ideas, ask and answer relevant questions, and communicate in complete sentences. |
| Expand their use of different forms of grammar in English (e.g., plurals; possessive pronouns; simple past tense verbs), sometimes with errors | <ul style="list-style-type: none"> • Songs: Nouns; Verbs; Pronouns; It Happened Yesterday • Nouns • Past Tense Verbs • Plural Nouns |
| Use “what,” “why,” “how,” “when,” and “where” questions in more complete forms in English, sometimes with errors | <ul style="list-style-type: none"> • Science Investigation • Sum Up: Five Ws |
| LITERACY (L) | |
| COMPONENT 1: PHONOLOGICAL AWARENESS | |
| LEARNING GOAL 1.A: CHILDREN NOTICE AND DISCRIMINATE THE SOUNDS OF SPOKEN LANGUAGE. | |
| Match beginning sounds of some words; are able to name several words that begin with the letter sound of their name | <ul style="list-style-type: none"> • Letter Sound • Name That Letter Sound • Initial Sound • Right Initial Sound • Read with Me Books (See titles at end of document.) |
| Produce words (real or nonsense) that rhyme with other common words (e.g., “dance, prance, krance”) | <ul style="list-style-type: none"> • Rhyming Words • Rhyme • Rhyme Match • Finish the Picture • One Doesn’t Rhyme |
| Identify whether or not two words begin with the same sound (i.e., when an adult gives three or four oral words, children can select those that begin with same sound, although they may not be able to identify the letter) | <ul style="list-style-type: none"> • Letter Sound • Name That Letter Sound • Initial Sound • Right Initial Sound • Read with Me Books (See titles at end of document.) |
| Blend and delete compound words without the support of pictures or objects (e.g., “butterfly, butter crunch, butter sandwich, butter bear”) | <ul style="list-style-type: none"> • Song: Compound Words • Take Away Syllables |
| With modeling and support, identify, blend, and segment syllables in spoken words | <ul style="list-style-type: none"> • Syllables • Syllable Safari • Take Away Syllables |
| With modeling and support, delete the onsets of words (e.g., “pair-air, fruit-root”) | <ul style="list-style-type: none"> • Phoneme Segmentation • Letter Sound Eliminator |
| With modeling and support, blend onsets and rimes in single-syllable words (e.g., the hard “c” sound with “-ook” to make “cook”) | <ul style="list-style-type: none"> • Blend Onset/Rime Sounds • Blend Every Sound • Blending Dragon • Blending Riddles |

| RHODE ISLAND STANDARDS | WATERFORD RESOURCES |
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| COMPONENT 2: ALPHABET KNOWLEDGE | |
| LEARNING GOAL 2.A: CHILDREN RECOGNIZE AND IDENTIFY LETTERS AND MAKE LETTER-SOUND CONNECTIONS. | |
| Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print | <ul style="list-style-type: none"> • ABC Songs • Letter Pictures • Alphabet Introduction (Distinguish Letters) • Name Game (What's Your Name?) • Name That Letter |
| Produce the sound for many of the letters they recognize | <ul style="list-style-type: none"> • Mama Squirrel's Sound Song • Letter Sound Songs • Letter Sound • Name That Letter Sound • Sound Room • Choose a Sound |
| Correctly sort letters and find words that contain specified letters | <ul style="list-style-type: none"> • ABC Songs • Alphabet Introduction (Distinguish Letters) • Letter Match (Alphabet Review) |
| Demonstrate an understanding that strings of letters represent a sequence of spoken sounds | <ul style="list-style-type: none"> • Letters Make Words |
| COMPONENT 3: PRINT KNOWLEDGE | |
| LEARNING GOAL 3.A: CHILDREN DEMONSTRATE BOOK AWARENESS AND KNOWLEDGE OF BASIC PRINT CONVENTIONS; THEY UNDERSTAND THAT PRINT CARRIES MEANING AND SPOKEN WORDS ARE REPRESENTED BY TEXT. | |
| Demonstrate an awareness of various conventions of print (e.g., upper- and lower-case letters, different fonts) and indicate where to start reading on a page and how to progress across and down a page | <ul style="list-style-type: none"> • Print Concepts • Print Directionality • Letter Pictures • Name That Letter |
| Describe roles of authors and illustrators and connect books to specific authors or illustrators | <p>Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud.</p> <ul style="list-style-type: none"> • Print Directionality Introduction |
| Identify familiar words in books and the environment | <ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Words in Your World |
| Recognize their own printed name and those of their siblings or friends | <ul style="list-style-type: none"> • Name Game (What's Your Name?) |
| COMPONENT 4: COMPREHENSION AND INTEREST | |
| LEARNING GOAL 4.A: CHILDREN SHOW INTEREST AND AN UNDERSTANDING OF A VARIETY OF LITERACY EXPERIENCES. | |
| Attend to and request longer and more complex books or stories | <ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Read-Along Books • Informational Books (See titles at end of document.) |

| RHODE ISLAND STANDARDS | WATERFORD RESOURCES |
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| LEARNING GOAL 4.A: CHILDREN SHOW INTEREST AND AN UNDERSTANDING OF A VARIETY OF LITERACY EXPERIENCES <i>continued</i>. | |
| Engage in independent writing activities during routine times, such as pretending to write in their own journal | <ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace (Letter Picture Writing) |
| Demonstrate knowledge of details from familiar stories (e.g., about characters, events, story-related problems, and resolutions) | <ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Read-Along Books • Informational Books (See titles at end of document.) • Describe Characters |
| Engage in higher-order thinking during shared reading experiences, such as making predictions and inferences, determining cause-and-effect relationships, and summarizing stories | <ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Read-Along Books • Informational Books (See titles at end of document.) • Peek at the Story • What Comes Next? • Sum Up: Remember Order • Sum Up: Five Ws |
| Retell a familiar story in the proper sequence, including major events and cause-and-effect relationships | <ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Read-Along Books • Informational Books (See titles at end of document.) • Peek at the Story • What Comes Next? • Sum Up: Remember Order • Sum Up: Five Ws |
| Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs) | <ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Build Knowledge |
| With guidance and support, relate events and information from stories to their own experiences | <ul style="list-style-type: none"> • Connect to Me • Build Knowledge |
| COMPONENT 5: LITERACY DEVELOPMENT FOR DUAL LANGUAGE LEARNERS | |
| LEARNING GOAL 5.A: CHILDREN BECOME INCREASINGLY ENGAGED IN LITERACY EXPERIENCES IN ENGLISH. | |
| Participate in reading activities, using a variety of genres that are written in English Participate in reading activities, using a variety of genres that are written in English | <ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Read-Along Books • Informational Books (See titles at end of document.) • Describe Characters |
| Choose to read familiar books written in English with increasing independence and to talk about the books in English | <ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Read-Along Books • Informational Books (See titles at end of document.) • Describe Characters |

| RHODE ISLAND STANDARDS | WATERFORD RESOURCES |
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| LEARNING GOAL 5.A: CHILDREN BECOME INCREASINGLY ENGAGED IN LITERACY EXPERIENCES IN ENGLISH <i>continued</i>. | |
| Engage in extended conversations in English about stories | 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. |
| Retell in English the majority of a story read or told in English | <ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Read-Along Books • Informational Books (See titles at end of document.) • Peek at the Story • What Comes Next? • Sum Up: Remember Order • Sum Up: Five Ws |
| COMPONENT 6: EMERGENT WRITING | |
| LEARNING GOAL 6.A: CHILDREN LEARN WRITING SKILLS AND SHOW KNOWLEDGE OF WRITING CONVENTIONS; THEY DEMONSTRATE AN UNDERSTANDING OF WRITING AS A MEANS OF COMMUNICATION. | |
| With modeling and support, print some letters of meaningful words, sometimes using letters and sometimes using letter-like forms | <ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Pictures • Letter Trace (Letter Picture Writing) • Letters Make Words • Alphabet Introduction (Distinguish Letters) |
| Write their first name nearly correctly (may switch the order of letters or write some letters backwards) | <ul style="list-style-type: none"> • Letter Trace (Letter Picture Writing) • Name Game (What's Your Name?) • Alphabet Introduction (Distinguish Letters) |
| Use invented spelling | <ul style="list-style-type: none"> • Letter Sound • Name That Letter Sound • Alphabet Introduction (Distinguish Letters) |
| With modeling and support, write numerals one through twenty | <ul style="list-style-type: none"> • Number Instruction |
| LEARNING GOAL 6.B: CHILDREN USE WRITING TO REPRESENT AND COMMUNICATE IDEAS IN A VARIETY OF CONTEXTS; THEY USE A COMBINATION OF DRAWING, DICTATING, AND WRITING TO COMMUNICATE; THEY PARTICIPATE IN SHARED WRITING. | |
| With modeling and support, use writing and or digital tools to communicate information, tell a story, or answer a question | <ul style="list-style-type: none"> • Letter Trace (Letter Picture Writing) • Alphabet Introduction (Distinguish Letters) |
| Use writing to convey meaning (e.g., writing a note to themselves during play, writing a note to their mother, taking a restaurant “order” in a dramatic play area, writing a grocery list) | <ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace (Letter Picture Writing) |

| RHODE ISLAND STANDARDS | WATERFORD RESOURCES |
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| COGNITIVE DEVELOPMENT (CD) | |
| COMPONENT 1: LOGIC AND REASONING | |
| LEARNING GOAL 1.A: CHILDREN APPLY STRATEGIES AND DRAW UPON PAST KNOWLEDGE AND EXPERIENCES TO MEET GOALS AND SOLVE PROBLEMS. | |
| Solve complex problems by planning and carrying out a sequence of action | Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help. |
| Analyze the result of an attempted solution and use the new information to solve a problem (e.g., trying to staple pieces of paper after unsuccessfully trying to tape them together) | Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help. |
| Explain their reasoning behind a strategy or choice and why it worked or didn't work | Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help. |
| COMPONENT 2: MEMORY AND WORKING MEMORY | |
| LEARNING GOAL 2.A: CHILDREN HOLD INFORMATION IN THEIR MIND AND MANIPULATE IT TO PERFORM TASKS. | |
| Accurately recount past experiences in the correct order and include relevant details | <ul style="list-style-type: none"> • Sum Up: Remember Order • Sum Up: Five Ws • Connect to Me |
| Retell a familiar story in the proper sequence, including such details as characters, phrases, and events | <ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Read-Along Books • Informational Books (See titles at end of document.) • Sum Up: Remember Order • Sum Up: Five Ws • Connect to Me |
| Remember more and more minute details from a story and are able to answer questions accurately (e.g., "How did the peddler feel when the monkeys didn't give him back his caps?") | <ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Read-Along Books • Informational Books (See titles at end of document.) • Sum Up: Five Ws |
| Place four or more objects or groups in order of a quantitative attribute (number, length, etc.) | <ul style="list-style-type: none"> • Songs: Large, Larger, Largest; Measuring Plants • Order Size • Size • Length • Counting Songs • Number Instruction |
| Solve simple word problems with totals of 10 or fewer items (e. g., concluding that they have nine grapes if they have seven and are given two more) | <ul style="list-style-type: none"> • Songs: On the Bayou; Subtract Those Cars; Bakery Subtraction; Counting On; Counting Backward • Book: Five Delicious Muffins • Count On • Add Groups • Act Out Addition • Add With Manipulatives • Subtract Groups • Act Out Subtraction • Use Manipulatives |

| RHODE ISLAND STANDARDS | WATERFORD RESOURCES |
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| LEARNING GOAL 2.A: CHILDREN HOLD INFORMATION IN THEIR MIND AND MANIPULATE IT TO PERFORM TASKS <i>continued.</i> | |
| Successfully follow detailed, multi-step directions | Children interacting with Waterford are constantly listening to input and responding with choices, often following detailed, multi-step directions. |
| COMPONENT 3: ATTENTION AND INHIBITORY CONTROL | |
| LEARNING GOAL 3.A: CHILDREN'S SKILLS INCREASE IN FILTERING IMPULSES AND SUSTAINING ATTENTION ON A TASK. | |
| Without adult reminders, wait to communicate information in a group | Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book. |
| Maintain focus on a project for a sustained period of time and over several days | Engaging activities throughout Waterford hold children's attention as they concentrate on each task. |
| Return with focus to an activity or project after having been away from it for a period of time | Vivid, game-like graphics and engaging tasks in Waterford offer a wide variety of activities to hold children's interest. |
| Demonstrate an awareness of important activities that are "coming up" or "in the near future" (e.g., keeping track of the days until a birthday or vacation trip) as a strategy to control excitement | <ul style="list-style-type: none"> • Book: I Can't Wait |
| Combine shapes into patterns that make new shapes or complete puzzles (e.g., rearranging a collection of circles and variously sized rectangles to make the image of a person) | <ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Solid Shapes • Space Shapes • World Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon • Geoboard • Tangrams |
| Build complex block buildings, intentionally maintaining such features as symmetry | <ul style="list-style-type: none"> • Song: Symmetry • Book: Symmetry and Me |
| COMPONENT 4: COGNITIVE FLEXIBILITY | |
| LEARNING GOAL 4.A: CHILDREN'S SKILLS INCREASE AT ADJUSTING TO CHANGES IN DEMANDS, PRIORITIES, AND PERSPECTIVES. | |
| Quickly adjust and adhere to a new rule (e.g., lining up inside the building rather than outside when the weather gets colder or it rains) | Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book. |
| Apply different rules in different contexts that require different behaviors (e.g., using indoor voices or feet versus outdoor voices or feet) | Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book. |
| Reconstruct a pattern using different materials or modalities | <ul style="list-style-type: none"> • Song: Train Station Patterns • Book: How King Snake Got His Pattern • Patterns • Pattern: AB; ABB; ABC |
| Sort by more than one attribute (e.g., color and shape) into two or more groups | <ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Buttons • Sort |

| RHODE ISLAND STANDARDS | WATERFORD RESOURCES |
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| LEARNING GOAL 4.A: CHILDREN'S SKILLS INCREASE AT ADJUSTING TO CHANGES IN DEMANDS, PRIORITIES, AND PERSPECTIVES <i>continued.</i> | |
| Correctly add an object to an existing series (e.g., of increasing lengths) | <ul style="list-style-type: none"> • Songs: Train Station Patterns; Measuring Plants • Book: How King Snake Got His Pattern • Patterns • Pattern: AB; ABB; ABC • Length |
| MATHEMATICS (M) | |
| COMPONENT 1: NUMBER SENSE AND QUANTITY | |
| LEARNING GOAL 1.A: CHILDREN DEVELOP NUMBER RECOGNITION AND COUNTING SKILLS AND LEARN THE RELATIONSHIP BETWEEN NUMBERS AND THE QUANTITY THEY REPRESENT. | |
| Quickly name the number in a group of objects, up to 10 | <ul style="list-style-type: none"> • Moving Target (Dots) • Bug Bits • Match Numbers • Make and Count Groups |
| Verbally count beyond 20 (or in some way indicate knowledge of numbers beyond 20 in sequence), demonstrating an understanding of the number pattern | <ul style="list-style-type: none"> • Counting Songs • Number Counting • Number Instruction • Counting Puzzle |
| Use strategies to count large sets of objects (more than 10) | <ul style="list-style-type: none"> • Number Instruction • Place Value |
| Know the number that comes before or after a specified number (up to 20) | <ul style="list-style-type: none"> • Songs: Counting On; Counting Backward • Book: A Space Adventure • Count On • Count Back • Order Numbers • Number Counting • Number Chart |
| Recognize and order each written numeral up to 10 | <ul style="list-style-type: none"> • Number Instruction • Order Numbers |
| Associate a quantity with a written numeral up to 10 | <ul style="list-style-type: none"> • Number Instruction • Order Numbers • Match Numbers • One-to-One Correspondence • Math Books |

| RHODE ISLAND STANDARDS | WATERFORD RESOURCES |
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| COMPONENT 2: NUMBER RELATIONSHIPS AND OPERATIONS | |
| LEARNING GOAL 2.A: CHILDREN LEARN TO USE NUMBERS TO COMPARE QUANTITIES AND SOLVE PROBLEMS. | |
| Use counting to compare two sets of objects and to determine which set has more, less, or the same than the other | <ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • Greater Than, Less Than • More Than • Fewer Than • Make and Count Groups |
| Understand that adding one or taking away one changes the number in a group of objects by exactly one | <ul style="list-style-type: none"> • Songs: On the Bayou; Subtract Those Cars • Book: Five Delicious Muffins • Count On by 1 • Add Groups • Act Out Addition • Add With Manipulatives (Add 1) • Subtract Groups • Act Out Subtraction • Use Manipulatives (Subtract 1) |
| Use toys and other objects as tools to solve simple addition and subtraction problems with totals smaller than ten | <ul style="list-style-type: none"> • Add Groups • Act Out Addition • Subtract Groups • Act Out Subtraction • Add With Manipulatives (Add 1) • Use Manipulatives (Subtract 1) |
| COMPONENT 3: CLASSIFICATION AND PATTERNING | |
| LEARNING GOAL 3.A: CHILDREN LEARN TO ORDER AND SORT OBJECTS BY COMMON ATTRIBUTES, TO IDENTIFY PATTERNS, AND TO PREDICT THE NEXT SEQUENCE IN A PATTERN. | |
| Sort objects by more than one attribute (e.g., color and shape) into two or more groups | <ul style="list-style-type: none"> • Songs: All Sorts of Laundry; Same and Different • Book: Buttons, Buttons • Sort • Make Comparisons |
| Sort sets of objects by one characteristics, then sort by a different characteristics and explain the sorting rules (e.g., “These are all of the red ones, but these are all of the big ones”) | <ul style="list-style-type: none"> • Songs: All Sorts of Laundry; Same and Different; Savanna Size • Book: Buttons, Buttons • Sort • Make Comparisons • Size • Order Size • Big and Little • Tall and Short • Heavy and Light |
| Extend sequential patterns and replicate these patterns using different materials or modes (e.g., on being told a pattern, replicating the pattern with manipulatives) | <ul style="list-style-type: none"> • Song: Train Station Patterns • Book: How King Snake Got His Pattern • Patterns • Pattern: AB; ABB; ABC |
| Identify the core unit of sequentially repeating patterns (i.e., that set of characteristics or items that repeat) | <ul style="list-style-type: none"> • Song: Train Station Patterns • Book: How King Snake Got His Pattern • Patterns • Pattern: AB; ABB; ABC |

| RHODE ISLAND STANDARDS | WATERFORD RESOURCES |
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| <p>LEARNING GOAL 3.A: CHILDREN LEARN TO ORDER AND SORT OBJECTS BY COMMON ATTRIBUTES, TO IDENTIFY PATTERNS, AND TO PREDICT THE NEXT SEQUENCE IN A PATTERN <i>continued</i>.</p> | |
| <p>Replicate and extend simple growing (or enlarging) patterns</p> | <ul style="list-style-type: none"> • Song: Train Station Patterns • Book: How King Snake Got His Pattern • Patterns • Pattern: AB; ABB; ABC |
| <p>COMPONENT 4: MEASUREMENT, COMPARISON, AND ORDERING</p> | |
| <p>LEARNING GOAL 4.A: CHILDREN LEARN TO MEASURE OBJECTS BY THEIR VARIOUS ATTRIBUTES (LENGTH, HEIGHT, WEIGHT, VOLUME) AND TO USE DIFFERENCES IN ATTRIBUTES TO MAKE COMPARISONS.</p> | |
| <p>Order (or seriate) four or more items by decreasing or increasing a relative attribute when differences are perceptually clear (e.g., arranging a rock collection from the largest to the smallest)</p> | <ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest • Size • Order Size • Make Comparisons |
| <p>Use some appropriate tools to measure different attributes (e.g., choosing a scale for weight and a cup for volume)</p> | <ul style="list-style-type: none"> • Song: Measuring Plants • Length • Capacity • Measurement Tools • Nonstandard Units of Length |
| <p>Use measurement language to describe the attributes of objects (e.g., “This is three-blocks long.”)</p> | <ul style="list-style-type: none"> • Songs: Large, Larger, Largest; Measuring Plants • Measurement Tools • Nonstandard Units of Length • Size • Length • Capacity |
| <p>COMPONENT 5: GEOMETRY AND SPATIAL SENSE</p> | |
| <p>LEARNING GOAL 5.A: CHILDREN LEARN TO IDENTIFY SHAPES AND THEIR ATTRIBUTES, SOLVE PROBLEMS USING SHAPES, AND EXPLORE THE POSITIONS OF OBJECTS IN SPACE.</p> | |
| <p>Describe and compare shapes using their attributes (e.g., “a triangle has three sides, but a square has four.”)</p> | <ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Solid Shapes • Space Shapes • World Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon |
| <p>Combine and separate shapes to make other shapes (e.g., using two triangles to make a square)</p> | <ul style="list-style-type: none"> • Geoboard • Tangrams |
| <p>Build more complex models of buildings, structures, or areas (e.g., their classroom or playground) with three-dimensional shapes, such as building blocks</p> | <p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p> |

| RHODE ISLAND STANDARDS | WATERFORD RESOURCES |
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| LEARNING GOAL 5.A: CHILDREN LEARN TO IDENTIFY SHAPES AND THEIR ATTRIBUTES, SOLVE PROBLEMS USING SHAPES, AND EXPLORE THE POSITIONS OF OBJECTS IN SPACE <i>continued.</i> | |
| Correctly name familiar shapes (e.g., circle, triangle, and square) and less familiar shapes (e.g., hexagon, trapezoid, and rhombus) | <ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Solid Shapes • Space Shapes • World Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Diamond, Octagon |
| Correctly name some three- dimensional shapes (e.g., cube, cone, cylinder) | <ul style="list-style-type: none"> • Solid Shapes • Space Shapes |
| Understand and use language related to directionality, order, and the position of objects, such as “up,” “down,” “in front,” and “behind” | <ul style="list-style-type: none"> • Songs: Positioning; Get Over the Bugs; Monster Trucks • Book: Up in the Air • Position • First, Middle, Last • Inside, Outside, Between • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through |
| SCIENCE (S) | |
| COMPONENT 1: SCIENTIFIC INQUIRY AND APPLICATION | |
| LEARNING GOAL 1.A: CHILDREN LEARN TO PLAN FOR AND CARRY OUT INVESTIGATIONS AND COLLECT, EVALUATE, AND COMMUNICATE INFORMATION. | |
| Use a variety of tools (e.g., measuring devices) to gather information and observe processes and relationships (e.g., using the Internet to find information on what types of food fish eat and how much food they need, using measuring cups to measure fish food, then observing fish and recording how much they eat) | <ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Measurement Tools • Science Tools • Capacity • Calendar/Graph Weather |
| Engage in elements of the scientific process, which includes observing, making predictions, recording predictions (through pictures, drawing, or dictation), developing plans for testing hypotheses, trying out ideas, and communicating outcomes | <ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Observe a Simple System • Calendar/Graph Weather |
| Analyze the result of an attempted solution and use the new information to solve a problem (e.g., after observing a paper boat sinking in the water, making a new boat out of different material to see if the new one will float) | Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help. |

| RHODE ISLAND STANDARDS | WATERFORD RESOURCES |
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| COMPONENT 2: KNOWLEDGE OF SCIENCE CONCEPTS | |
| LEARNING GOAL 2.A: CHILDREN EXPLORE THE CHARACTERISTIC OF OBJECTS AND MATERIALS THAT ARE LIVING, NON-LIVING, MAN-MADE, OR NATURALLY OCCURRING. | |
| Describe the characteristics that define living things | <ul style="list-style-type: none"> • Song: Living and Nonliving • Living or Nonliving |
| Observe the similarities, differences, and categories of plants and animals | <ul style="list-style-type: none"> • Songs: Birds; Vertebrates; Fish; Plant or Animal; Invertebrates; Animal Bodies • 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; Animal Bodies • Science Investigation • Mammals • Birds • Reptiles • Amphibians • Insects • Plant or Animal • Invertebrates • Worms • Plants • Food From Plants • Animal Bodies |
| Ask and answer questions about changes in the appearance, behavior, and habitats of living things | <ul style="list-style-type: none"> • Science Investigation • Mammals • Birds • Reptiles • Amphibians • Animal Bodies • Plant or Animal • Plants • Food From Plants • Spring • Summer • Fall • Winter • Deserts • Oceans • Mountains • Rainforests |
| Use increasingly complex vocabulary to describe natural elements | Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning. |
| Differentiate between natural and man-made materials | <ul style="list-style-type: none"> • Materials • Magnets • Natural Resources |

| RHODE ISLAND STANDARDS | WATERFORD RESOURCES |
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| LEARNING GOAL 2.A: CHILDREN EXPLORE THE CHARACTERISTIC OF OBJECTS AND MATERIALS THAT ARE LIVING, NON-LIVING, MAN-MADE, OR NATURALLY OCCURRING <i>continued.</i> | |
| Describe changes that occur in the natural environment over time | <ul style="list-style-type: none"> • Songs: Four Seasons; Precipitation • Book: That’s What I Like: A Book About Seasons • Spring • Summer • Fall • Winter • Weather • Clouds |
| Make observations about physical properties of objects, the motion of toys and objects, and changes in matter | <ul style="list-style-type: none"> • Songs: Solid or Liquid; Push and Pull • Books: Mr. Mario’s Neighborhood; Pancakes Matter • Solid and Liquid • Push and Pull • States of Water |
| SOCIAL STUDIES (SS) | |
| COMPONENT 1: SELF, FAMILY, AND COMMUNITY | |
| LEARNING GOAL 1.A: CHILDREN GAIN AWARENESS OF HOW THEY RELATE TO THEIR FAMILY AND COMMUNITY, UNDERSTAND SOCIAL ROLES AND RESPONSIBILITIES, AND RECOGNIZE AND RESPECT SIMILARITIES AND DIFFERENCES IN PEOPLE. | |
| Talk about family in more complex ways (e.g., explaining the importance of unique family traditions beyond common holiday customs) | Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book. |
| Engage in sociodramatic play (i.e., complex pretend play involving assigned roles and a general plot), for example, by acting out family or community roles and events | Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book. |
| Demonstrate an understanding that “fairness” involves taking turns and sharing roles | Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative. |
| Engage in peer conflict resolution with increasing independence | Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help. |
| Make comparisons about similarities and differences among people and use themselves as a reference (e.g., saying “That boy is bigger than me!”) | <ul style="list-style-type: none"> • Size • Order Size • Make Comparisons • Tall and Short • Big and Little |
| COMPONENT 2: HISTORY AND GEOGRAPHY | |
| LEARNING GOAL 2.A: CHILDREN UNDERSTAND CONCEPT OF TIME (PAST, PRESENT, AND FUTURE) AND PLACE. | |
| Use such terms as “today,” “tomorrow,” and “next time” with some accuracy | <ul style="list-style-type: none"> • Book: I Can’t Wait • Today • Yesterday/Tomorrow • Observe a Simple System |
| Use and understand concepts of “before” and “after” | <ul style="list-style-type: none"> • Book: I Can’t Wait; • Observe a Simple System |

| RHODE ISLAND STANDARDS | WATERFORD RESOURCES |
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| LEARNING GOAL 2.A: CHILDREN UNDERSTAND CONCEPT OF TIME (PAST, PRESENT, AND FUTURE) AND PLACE <i>continued.</i> | |
| Recognize the passage of time through day-and-night cycles and through changing seasons | <ul style="list-style-type: none"> • Song: Four Seasons • Book: That’s What I Like: A Book About Seasons • Spring • Summer • Fall • Winter |
| Recognize common features in their immediate environment (e.g., talking about the apple tree outside their back door, or commenting on the river they cross on their ride to school) | <ul style="list-style-type: none"> • Songs: Four Ecosystems; I Am Part of All I See • Book: Where In the World Would You Go Today? • Mountains • Deserts • Oceans • Rainforests |
| Create drawings of home and school | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. |
| Create simple maps of home and school and talk about the things that are in certain areas (a bed or a closet in their bedroom) | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. |
| Identify familiar landmarks (police or fire station, grocery store) | <p>Resources:</p> <ul style="list-style-type: none"> • Exploring Your Home City With Your Children |
| CREATIVE ARTS (CA) | |
| COMPONENT 1: EXPERIMENTATION AND PARTICIPATION IN THE CREATIVE ARTS | |
| LEARNING GOAL 1.A: CHILDREN GAIN APPRECIATION FOR AND PARTICIPATE IN THE CREATIVE ARTS. | |
| Apply vocal skills to instruments to produce more complex rhythms, tones, melodies, and songs | <ul style="list-style-type: none"> • Book: Movin’ to the Music Time <p>Resources:</p> <ul style="list-style-type: none"> • Hi! Notes |
| Intentionally create content in a work of art (e.g., a picture, a play-dough sculpture, etc.) | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. |
| Write and act out stories based upon familiar topics or characters | Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations. |
| Enjoy and engage with displays of visual art, music, and drama and may express clear preferences for types of artwork or art activities. | <ul style="list-style-type: none"> • Squirrel’s Sketches • Baby’s Ballet • Mama’s Melody • Papa’s Play |
| Plan art and show increasing care and persistence in completing it | <ul style="list-style-type: none"> • Squirrel’s Sketches • Mama’s Melody |
| Choose own art for display in the classroom or for inclusion in a portfolio or book and explain their choices and preferences in some detail | Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book. |
| Communicate about elements appearing in art, music, and drama | <ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Papa’s Play • Baby’s Ballet • Squirrel’s Sketches • Mama’s Melody |



PRE-READING

Sing a Rhyme Songs & Books

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

Informational Books

Opposites, Pairs, Watch the Woolly Worm

Read with Me Books

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

Decodable Books

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

BASIC READING

Traditional Tales

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

Informational Books

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

Readable Books (Read or Record)

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

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

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



FLUENT READING

Read-Along Books

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

Fluency Comprehension and Speed Titles

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

Informational Books

The Piñata; 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

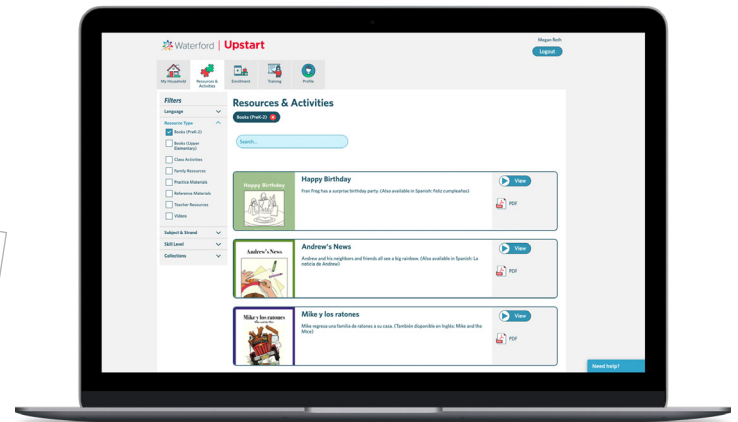
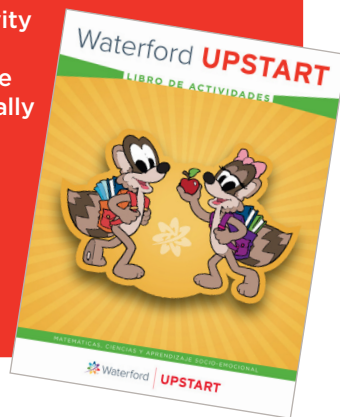
FAMILY ENGAGEMENT

Family engagement resources are constantly being created, updated, and modified according to the needs of Waterford Upstart families. Please visit [Waterford Upstart](https://upstart.waterford.org/) to see the most current resources and activities.

WATERFORD UPSTART

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

The Waterford Upstart Activity Books are available to many families. These books include resources designed specifically for young children as well as family activities for reading, writing, math, and science. All activities in the Waterford Upstart Activity Book are available online at Waterford Upstart.



Visit Waterford Upstart at <https://upstart.waterford.org/>

SAMPLE RESOURCES & ACTIVITIES

Families can find 1,000s of resources and activities in English and Spanish at Waterford Upstart. Here are some examples.

Social-Emotional Learning

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

Math and Science

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

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

Language and Literacy

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

Books (All 350+ books available in English and Spanish)

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

CONTINUAL DEVELOPMENT

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