

CURRICULUM *Correlation*

*Waterford
Upstart*

100%

*Texas
Prekindergarten
Guidelines 2022*

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TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES
I. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	
A. SELF-CONCEPT	
PK4.I.A.1 Child is aware of where own body is in space and respects personal boundaries.	Engagement: • Personal Space Circle
PK4.I.A.2 Child shows self-awareness of physical attributes, personal preferences, and own abilities.	• Book: Mine • Perfect Present • Squirrel's Sketches
PK4.I.A.3 Child shows reasonable opinion of his own abilities and limitations.	Families are provided information about social-emotional learning online at upstart.waterford.org in Resources and Activities, as well as in the Waterford Upstart Activity Book.
PK4.I.A.4 Child shows initiative in trying new activities and demonstrates perseverance when attempting to overcome obstacles or challenges.	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.
B. SELF-REGULATION	
1. BEHAVIOR CONTROL	
PK4.I.B.1.a Child follows classroom rules and routines with occasional reminders from adults.	Families are provided information about social-emotional learning online at upstart.waterford.org in Resources and Activities, as well as in the Waterford Upstart Activity Book.
PK4.I.B.1.b Child takes care of and manages classroom materials.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
PK4.I.B.1.c. Child regulates own behavior with occasional reminders or assistance from adults.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
2. EMOTIONAL CONTROL	
PK4.I.B.2.a Child begins to understand the connection between emotions and behaviors.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
PK4.I.B.2.b Child uses verbal and nonverbal communication to communicate basic emotions and feelings.	• It's Not Fair! • Do I Have To? • Lost and Found Engagement: • Lots of Feelings • Guess How I'm Feeling • Feelings Poster • Emotion Cards
PK4.I.B.2.c Child is able to manage intensity of emotions more consistently, although adult guidance is sometimes necessary.	Families are provided information about social-emotional learning online at upstart.waterford.org in Resources and Activities, as well as in the Waterford Upstart Activity Book.
3. CONTROL OF ATTENTION	
PK4.I.B.3.a Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.	Engaging activities throughout Waterford hold children's attention as they concentrate on each task.
PK4.I.B.3.b Child remains focused on engaging, teacher-led group activities for up to 20 minutes.	Engaging activities throughout Waterford hold children's attention as they concentrate on each task.

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES
C. RELATIONSHIPS WITH OTHERS	
PK4.I.C.1 Child uses effective verbal and nonverbal communication skills to build relationships with adults and peers.	<ul style="list-style-type: none"> • Where’s Papa? • Find Me! • It’s Not Fair!
PK4.I.C.2 Child assumes various roles and responsibilities as part of the classroom community.	<ul style="list-style-type: none"> • Clubhouse • Baby’s Berries • The Picnic • Dinner Time <p>Engagement:</p> <ul style="list-style-type: none"> • Role Play • Clean Up Together • Garbage Elves • What Would You Do?
PK4.I.C.3 Child shows competence in initiating social interactions.	<ul style="list-style-type: none"> • Clubhouse • Party Time
PK4.I.C.4 Child increasingly interacts with peers during cooperative play scenarios that share a common plan and goal.	<ul style="list-style-type: none"> • Clubhouse <p>Engagement:</p> <ul style="list-style-type: none"> • Role Play • What Would You Do? • This Belongs to a Friend
PK4.I.C.5 Child initiates problem-solving strategies when experiencing conflicts with others and seeks adult support when necessary.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
PK4.I.C.6 Child demonstrates empathy and caring for others.	<ul style="list-style-type: none"> • Book: Photos for Phil • Boo Hoo Baby • Baby’s Berries • Baby’s Ball • Musical Mayhem
PK4.I.C.7 Child interacts with peers and has preferred friends.	<ul style="list-style-type: none"> • Books: Can We Still Be Friends?; Will You Play With Me?; Friends; Moving Day; The Snow Project • Clubhouse • Marmot’s Basket
D. SOCIAL AWARENESS	
PK4.I.D.1 Child demonstrates an understanding that others have perspectives and feelings that are similar and/or different from her own.	<ul style="list-style-type: none"> • It’s Not Fair! • Do I Have To? <p>Engagement:</p> <ul style="list-style-type: none"> • Role Play • Lots of Feelings • Guess How I’m Feeling
II. EMERGENT LITERACY: LANGUAGE AND COMMUNICATION DOMAIN	
A. LISTENING COMPREHENSION	
PK4.II.A.1 Child shows understanding by responding appropriately to what has been communicated by adults and peers.	Children interacting with Waterford are constantly listening to input and responding with choices. Children must be able to listen, understand, and respond appropriately, often to detailed, multi-step directions.
PK4.II.A.2 Child shows understanding by following three-step verbal directions.	While interacting with Waterford, children listen to and follow multi-step directions. Children who are Dual Language Learners often thrive due to the scaffolded support and individual learning practice they receive.

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES
B. SPEAKING (CONVERSATION)	
PK4.II.B.1 Child uses language for multiple purposes.	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.
PK4.II.B.2 Child engages in conversations in appropriate ways, demonstrating knowledge of verbal and nonverbal conversational rules.	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.
PK4.II.B.3 Child provides appropriate information in various settings.	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.
PK4.II.B.4 Child matches language to social contexts.	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.
C. ARTICULATION	
PK4.II.C.1 Child’s speech is understood by both familiar and unfamiliar adults and peers.	Waterford introduces letter sounds with instruction demonstrating positioning of lips and tongue to form the sound correctly and clearly.
PK4.II.C.2 Child demonstrates growing understanding of the intonation of language.	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room
D. VOCABULARY	
PK4.II.D.1 Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.
PK4.II.D.2 Child understands (receptive) and uses (expressive) the instructional language of the classroom.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.
PK4.II.D.3 Child consistently understands (receptive) and uses (expressive) new vocabulary acquired through books, conversations, and play.	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.
E. SENTENCES AND STRUCTURE	
PK4.II.E.1 Child typically uses complete sentences of four or more words with age-appropriate grammatical complexity, usually in standard word order.	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences <p>Engagement:</p> <ul style="list-style-type: none"> • Sentence Builders
PK4.II.E.2 Child correctly uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.	<ul style="list-style-type: none"> • Songs: Nouns; More Than One; Verbs; It Happened Yesterday • Nouns • Plural Nouns • Verbs

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES
E. SENTENCES AND STRUCTURE <i>continued</i>	
PK4.II.E.3 Child uses sentences that combine multiple phrases or ideas.	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences
PK4.II.E.4 Child uses sentences that provide many details, remains on topic, and clearly communicates intended meaning.	<ul style="list-style-type: none"> • Song: What Is a Sentence? • Sentences
III. EMERGENT LITERACY: READING DOMAIN	
A. MOTIVATION TO READ	
PK4.III.A.1 Child engages in story-related pre-reading activities.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read With Me Books • (See titles at end of document.)
PK4.III.A.2 Child self-selects books and other written materials to engage in pre-reading behaviors.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read with Me Books (See titles at end of document.) • What Comes Next? • Sum Up: Remember Order
PK4.III.A.3 Child recognizes that all print carries meaning and serves as a means for communication.	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words • Words Tell About the Pictures
B. PHONOLOGICAL AWARENESS	
PK4.III.B.1 Child identifies the individual words in a spoken sentence.	<ul style="list-style-type: none"> • Print Concepts • Look, Listen, and Match
PK4.III.B.2 Child distinguishes differences between similar-sounding words.	<ul style="list-style-type: none"> • Circus Clown Climbers • Barnyard Bash • Change One Sound • Phoneme Substitution
PK4.III.B.3 Child uses two familiar base words to form a compound word with pictorial or gestural supports.	<ul style="list-style-type: none"> • Song: Compound Words • Take Away Syllables
PK4.III.B.4 Child manipulates compound words with pictorial or gestural support.	<ul style="list-style-type: none"> • Song: Compound Words • Take Away Syllables
PK4.III.B.5 Child begins to blend and segment syllables in multisyllabic words.	<ul style="list-style-type: none"> • Syllable • Syllable Safari • Take Away Syllables • Blend Spoken Syllables
PK4.III.B.6 Child identifies rhyming words.	<ul style="list-style-type: none"> • Song: Rhyming Words • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme
PK4.III.B.7 Child identifies alliterative words with pictorial support.	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES
B. PHONOLOGICAL AWARENESS	
PK4.III.B.8 Child identifies a familiar one-syllable word that is segmented by onset and rime (in English only).	<ul style="list-style-type: none"> • Blend Onset/Rime Sounds • Blending Riddles • Blending Dragon
PK4.III.B.9 Child blends and segments one-syllable words by phonemes with visual or gestural support.	<ul style="list-style-type: none"> • Blend Every Sound (Phonemes) • Blend Phonemes Instruction • Blending Riddles: Individual Phonemes • Phoneme Segmentation
C. ALPHABET KNOWLEDGE	
PK4.III.C.1 Child recognizes and names at least 20 letters (upper- or lower-case letters).	<ul style="list-style-type: none"> • ABC Songs • Letter Match • Letter Introduction • Letter Checker • Fast Letter Fun • Find the Letter • Name That Letter • Name Game
PK4.III.C.2 Child recognizes at least 20 distinct letter-sound correspondences.	<ul style="list-style-type: none"> • ABC Songs • Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound
PK4.III.C.3 Child produces at least 20 distinct letter sound correspondences.	<ul style="list-style-type: none"> • ABC Songs • Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound
D. COMPREHENSION OF TEXT	
PK4.III.D.1 Child retells or re-enacts a story with a clear beginning, middle, and end.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read with Me Books (See titles at end of document.) • What Comes Next? • Sum Up: Remember Order
PK4.III.D.2 Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.	<ul style="list-style-type: none"> • Song: Let's Compare • Sing a Rhyme Songs/Books • Read With Me Books • Informational Books (See titles at end of document.) • Compare Characters • Describe Characters

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES
D. COMPREHENSION OF TEXT <i>continued</i>	
PK4.III.D.3 Child asks and responds to questions relevant to the text read aloud.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read with Me Books • Math Books • Science Books (See titles at end of document.) • Find an Answer • Sum Up: Remember Order • Sum Up: Five Ws • What Comes Next?
PK4.III.D.4 Child makes inferences and predictions about a text.	<ul style="list-style-type: none"> • Peek at the Story • Picture Clues
E. CONCEPTS OF PRINT	
PK4.III.E.1 Child can distinguish between elements of print including letters, words, and pictures.	<ul style="list-style-type: none"> • Letter Introduction • Distinguish Letters • Print Concepts • Letters Make Words • Words Tell About the Pictures
PK4.III.E.2 Child holds books right side up and demonstrates understanding of print directionality (e.g., knows where a book starts and ends, turns pages, points to words left to right, top to bottom, with correct sweeping).	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motion. Lessons highlight text for the learner which helps show the sequence of print.
PK4.III.E.3 Child can identify some conventional features of print that communicate meaning including end punctuation and case.	<ul style="list-style-type: none"> • Songs: Sentence Marks; What Is a Sentence? • Sentence Marks • Sentences
IV. EMERGENT LITERACY: WRITING DOMAIN	
A. MOTIVATION TO WRITE	
PK4.IV.A.1 Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
PK4.IV.A.2 Child independently draws and writes for many purposes to communicate ideas, using a variety of writing tools.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
B. WRITING AS A PROCESS	
PK4.IV.B.1 Child discusses and contributes ideas for drafts composed in whole/small group writing activities.	Before children are fluent letter writers, Waterford encourages adults to take dictation to accompany children’s drawings. Providing writing for a picture teaches pre-literate children valuable lessons about the purpose for writing and the way it works.
PK4.IV.B.2 Child interacts and provides suggestions for revisions (add, take out, change order) and edits (conventions) in whole/small group writing activities.	Before children are fluent letter writers, Waterford encourages adults to take dictation to accompany children’s drawings. Providing writing for a picture teaches pre-literate children valuable lessons about the purpose for writing and the way it works.
PK4.IV.B.3 Child shares and celebrates class-made and individual written products.	Before children are fluent letter writers, Waterford encourages adults to take dictation to accompany children’s drawings. Providing writing for a picture teaches pre-literate children valuable lessons about the purpose for writing and the way it works.

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES
C. CONVENTIONS IN WRITING	
PK4.IV.C.1 Child writes first name (or nickname) using legible letters in the proper sequence.	<ul style="list-style-type: none"> • Name Game • Letter Trace
PK4.IV.C.2 Child progresses from using scribbles and mock letters to forming letters and letter strings as a way to communicate.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace
PK4.IV.C.3 Child begins to write familiar words using letter-sound correspondences, often using letters associated with beginning and/or ending sounds to write words.	<ul style="list-style-type: none"> • Letter Trace
PK4.IV.C.4 Child uses appropriate directionality when writing (e.g., top to bottom, left to right).	All online books and text within the software illustrate left-to-right, top-to-bottom, return sweep, and letter spacing motions.
PK4.IV.C.5 Child begins to experiment with punctuation when writing.	<ul style="list-style-type: none"> • Songs: What Is a Sentence?; Sentence Marks • Sentences • Sentence Marks
V. MATHEMATIC DOMAIN	
A. NUMBER SENSE	
PK4.V.A.1 Child rote counts from 1 to 30.	<ul style="list-style-type: none"> • Number Songs • Counting Songs • Number Instruction
PK4.V.A.2 Child counts up to 10 objects with one-to-one correspondence.	<ul style="list-style-type: none"> • One-to-One Correspondence • Counting Songs • Match Numbers • Number Counting • Number Instruction • Number Practice • Bug Bits • Make and Count Groups
PK4.V.A.3 Child counts up to 10 items and demonstrates cardinality by communicating that the last number indicates how many items are in the set.	<ul style="list-style-type: none"> • Counting Songs • Number Instruction • Make and Count Groups • Match Numbers • One-to-one Correspondence
PK4.V.A.4 Child instantly recognizes the quantity of up to 6 objects without counting (subitizes).	<ul style="list-style-type: none"> • Moving Target (Dots) • Bug Bits • Make and Count Groups • Engagement: • Dot Cards
PK4.V.A.5 Child recognizes numerals 0-10.	<ul style="list-style-type: none"> • Match Numbers • Number Instruction • Number Counting • Make and Count Groups • Counting Puzzle • Order Numbers

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES
A. NUMBER SENSE <i>continued</i>	
PK4.V.A.6 Child represents quantities up to 10.	<ul style="list-style-type: none"> • Counting Songs • Number Instruction • Make and Count Groups • Match Numbers • One-to-one Correspondence
PK4.V.A.7 Child begins to understand that numbers 0-10 can be composed and decomposed in various ways to represent a quantity.	<ul style="list-style-type: none"> • Make and Count Groups
PK4.V.A.8 Child compares sets of objects up to 10 using comparative language (e.g., greater/more than, less/fewer than, equal to/same number of).	<ul style="list-style-type: none"> • Song: Greater Than, Less Than • Book: For the Birds • Greater Than, Less Than • More Than • Fewer Than
B. JOINING AND SEPARATING	
PK4.V.B.1 Child uses objects, pictorial models, and/or a verbal word problem to represent adding up to 5 objects.	<ul style="list-style-type: none"> • Songs: Pirates Can Add; On the Bayou • Book: Five Delicious Muffins • Make and Count Groups • Add Groups • Act Out Addition
PK4.V.B.2 Child uses objects, pictorial models, and/or a verbal word problem to represent subtracting objects from a set of 5.	<ul style="list-style-type: none"> • Songs: Bakery Subtraction; Circus Subtraction • Book: Five Delicious Muffins • Make and Count Groups • Subtract Groups • Act Out Subtraction
C. GEOMETRY AND SPATIAL SENSE	
PK4.V.C.1 Child names and describes common 2D shapes and names at least 1 solid 3D shape.	<ul style="list-style-type: none"> • Song: Shapes, Shapes, Shapes; Corners and Sides; Kites • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Space Shapes • Solid Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Rhombus, Octagon
PK4.V.C.2 Child creates shapes using materials and/or manipulatives.	<ul style="list-style-type: none"> • Geoboard • Tangrams Engagement: • Shape Puzzles
PK4.V.C.3 Child demonstrates use of position words.	<ul style="list-style-type: none"> • Songs: Get Over the Bugs; Position Cat; Monster Trucks • Book: Up in the Air • Position • Inside, Outside, Between • Over, Under, and Through • Over, Under, Above, Below • Above, Below, Next to, On • First, Middle, Last

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES
C. GEOMETRY AND SPATIAL SENSE <i>continued</i>	
<p>PK4.V.C.4 Child recognizes common shapes, regardless of orientation and size.</p>	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Corners and Sides; Kites • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Space Shapes • Solid Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Rhombus, Octagon
D. MEASUREMENT	
<p>PK4.V.D.1 Child recognizes and compares heights or lengths of people or objects.</p>	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest • Length • Tall and Short • Order Size
<p>PK4.V.D.2 Child recognizes and compares capacity based on how much space exists within an object.</p>	<ul style="list-style-type: none"> • Capacity
<p>PK4.V.D.3 Child recognizes and compares weights of objects.</p>	<ul style="list-style-type: none"> • Song: Large, Larger, Largest • Weight • Heavy and Light
<p>PK4.V.D.4 Child uses language to describe concepts associated with the passing of time within a day.</p>	<ul style="list-style-type: none"> • Today • Yesterday/Tomorrow
E. CLASSIFICATION AND PATTERNS	
<p>PK4.V.E.1 Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.</p>	<ul style="list-style-type: none"> • Songs: Same and Different; All Sorts of Laundry; Savanna Size • Book: Buttons, Buttons • Sort • Big and Little • Match
<p>PK4.V.E.2 Child collects data and organizes it in a graphic representation.</p>	<ul style="list-style-type: none"> • Book: Milton’s Mittens • Calendar/Graph Weather • Observe a Simple System
<p>PK4.V.E.3 Child recognizes, duplicates, extends, and creates patterns.</p>	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern: AB; ABB; ABC
VI. SCIENCE DOMAIN	
A. PHYSICAL SCIENCE	
<p>PK4.VI.A.1 Child observes, investigates, describes, and discusses characteristics of common objects.</p>	<ul style="list-style-type: none"> • Song: Savanna Size; Large, Larger, Largest; Solid or Liquid; Same and Different; Five Senses; I Am Part of All I See • Size • Length • Weight • Heavy and Light • Tall and Short • Big and Little • Solid and Liquid • Sight • Touch • Hearing • Smell • Taste

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES
A. PHYSICAL SCIENCE <i>continued</i>	
<p>PK4.VI.A.2 Child observes, investigates, describes, and discusses position and motion of objects.</p>	<ul style="list-style-type: none"> • Songs: Get Over the Bugs; Position Cat; Monster Trucks • Book: Up in the Air • Inside, Outside, Between • Over, Under, and Through • Over, Under, Above, Below • Above, Below, Next to, On • First, Middle, Last
<p>PK4.VI.A.3 Child uses simple scientific tools to learn about objects.</p>	<ul style="list-style-type: none"> • Length • Capacity • Weight • Science Tools • Science Investigation
<p>PK4.VI.A.4 Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity.</p>	<ul style="list-style-type: none"> • Song: Sun Blues • Books: Lightning Bells; My Family Campout; Warm Soup for Dedushka; • Sun
B. LIFE SCIENCE	
<p>PK4.VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.</p>	<ul style="list-style-type: none"> • Songs: Vertebrates; Birds; Invertebrates; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal; Food From Plants • Books: Guess What I Am; Creepy Crawlers • Living or Nonliving • Mammals • Birds • Fish • Amphibians • Reptiles • Invertebrates • Insects • Spiders • Worms • Plants • Plant or Animal
<p>PK4.VI.B.2 Child observes, describes, and discusses the life cycles of organisms.</p>	<ul style="list-style-type: none"> • Song: Plants are Growing • Books: The Old Maple Tree; A Seed Grows • Amphibians • Plants • Observe a Simple System
<p>PK4.VI.B.3 Child observes, investigates, describes, and discusses the relationship of organisms in their environments.</p>	<ul style="list-style-type: none"> • Songs: I Am Part of All I See • Book: Where in the World Would You Go Today? • Rainforests • Mountains • Oceans • Deserts • Spring • Summer • Fall • Winter • Environments: Mammals; Worms; Precipitation; Spiders; Birds; Winter; Plants; Insects; Reptiles; Water; Fish; Amphibians

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES
C. EARTH AND SPACE SCIENCE	
PK4.VI.C.1 Child observes, investigates, describes, and discusses earth materials, and their properties and uses.	<ul style="list-style-type: none"> • Materials • Magnets • Rocks • Natural Resources
PK4.VI.C.2 Child identifies, observes, describes, and discusses objects in the sky.	<ul style="list-style-type: none"> • Songs: Sun Blues; The Moon, Precipitation • Books: Star Pictures; Moon Song • Sun • Moon • Clouds • Constellations
PK4.VI.C.3 Child observes and describes what happens during changes in the earth and sky.	<ul style="list-style-type: none"> • Song: Seasons; Precipitation • Books: Moon Song; That’s What I Like: A Book About Seasons • Sun • Moon • Constellations • Clouds • Spring • Summer • Fall • Winter
PK4.VI.C.4 Child demonstrates an understanding of the importance of caring for our environment and our planet.	<ul style="list-style-type: none"> • Songs: I Am Part of All I See; Pollution Rap; Conservation • Pollution and Recycling • Care of Earth • Care of Water
VII. SOCIAL STUDIES DOMAIN	
A. PEOPLE PAST AND PRESENT	
PK4.VII.A.1 Child identifies similarities and differences between himself, classmates, and other people through specific characteristics and cultural influences.	<ul style="list-style-type: none"> • Song: Same and Different • Books: Seeing Fingers; In the Rain; José Three; Mine; David Next Door
PK4.VII.A.2 Child identifies similarities and differences in characteristics of families.	<ul style="list-style-type: none"> • Books: Mine; José Three; Grandpa’s Great Athlete • My Family
PK4.VII.A.3 Child connects his life to events, time, and routines	<ul style="list-style-type: none"> • Connect to Me • Today • Yesterday/Tomorrow
B. ECONOMICS	
PK4.VII.B.1 Child demonstrates an understanding that all people need food, clothing, and shelter.	<ul style="list-style-type: none"> • Song: Food From Plants • Books: Whatever the Weather; Everybody Needs to Eat • Food From Plants • Healthy Food
PK4.VII.B. 2 Child demonstrates an understanding of what it means to be a consumer.	<ul style="list-style-type: none"> • Books: Follow the Apples; Bugs for Sale
PK4.VII.B.3 Child discusses the roles and responsibilities of family, school, and community helpers.	<p>Engagement:</p> <ul style="list-style-type: none"> • Community Helpers

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES
C. GEOGRAPHY	
PK4.VII.C.1 Child identifies and creates common geographic features.	<ul style="list-style-type: none"> • Song: I Am Part of All I See • Book: Where in the World Would You Go Today? • Rainforests • Mountains • Oceans • Deserts • Rocks • Natural Resources • Environments: Mammals; Worms; Precipitation; Spiders; Birds; Winter; Plants; Insects; Reptiles; Water; Fish; Amphibians
PK4.VII.C.2 Child explores geography tools and resources	Each Sing Around the World: Intro displays a map highlighting the location of the country represented.
D. CITIZENSHIP	
PK4.VII.D.1 Child identifies the United States and Texas flag.	<ul style="list-style-type: none"> • Sing Around the World: Intro (s) <p>Engagement:</p> <ul style="list-style-type: none"> • US Flag • Happy Flag Day Coloring Page • Moon Landing Poster
PK4.VII.D.2 Child recites the Pledge of Allegiance to the United States flag and the Texas flag and observes a moment of silence.	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.
PK4.VII.D.3 The child engages in voting as a method for group decision-making.	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.
VIII. FINE ARTS DOMAIN	
A. ART	
PK4.VIII.A.1 Child uses a variety of art materials for sensory experiences and exploration.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
PK4.VIII.A.2 Child uses art as a form of creative self-expression and representation.	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody • Squirrel’s Sketches
PK4.VIII.A.3 Child demonstrates interest in and shows appreciation for the creative work of others.	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody • Squirrel’s Sketches
B. MUSIC	
PK4.VIII.B.1 Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Sing Around the World Songs • ABC Songs • Sound Songs • Vowel Songs <p>Engagement:</p> <ul style="list-style-type: none"> • Hi! Notes
PK4.VIII.B.2 Child responds to different musical styles through movement and play.	<ul style="list-style-type: none"> • Book: Movin’ to the Music Time • Baby’s Ballet • Mama’s Melody <p>Engagement:</p> <ul style="list-style-type: none"> • Hi! Notes

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES
C. DRAMATIC EXPRESSION	
PK4.VIII.C.1 Child creates or recreates stories, moods, or experiences through dramatic representations.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read with Me Books (See titles at end of document.) • Papa’s Play <p>Engagement:</p> <ul style="list-style-type: none"> • Role Play • What Would You Do?
IX. PHYSICAL DEVELOPMENT DOMAIN	
A. GROSS MOTOR DEVELOPMENT	
PK4.IX.A.1 Child demonstrates coordination and balance in isolation.	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.
PK4.IX.A.2 Child coordinates sequence of movements to perform tasks.	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.
B. FINE MOTOR DEVELOPMENT	
PK4.IX.B.1 Child shows control of tasks that require small-muscle strength and control.	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
PK4.IX.B.2 Child shows increasing control of tasks that require eye-hand coordination.	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
C. PERSONAL SAFETY AND HEALTH	
PK4.IX.C.1 Child practices good habits of personal safety.	<ul style="list-style-type: none"> • Song: Storms • Lightning Safety <p>Engagement:</p> <ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety for Kids
PK4.IX.C.2 Child practices good habits of personal health and hygiene.	<ul style="list-style-type: none"> • Song: Health • Books: The Germs; We All Exercise • Germs • Avoid Germs and Prevent Illness • Exercise and Rest <p>Engagement:</p> <ul style="list-style-type: none"> • Hand Washing Rebus
PK4.IX.C.3 Child identifies good habits of nutrition and exercise.	<ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Exercise and Rest • Healthy Food <p>Engagement:</p> <ul style="list-style-type: none"> • My Healthy Plate • Food Pictures (Healthy Eating)

TEXAS STANDARDS	WATERFORD DIGITAL RESOURCES
X. TECHNOLOGY APPLICATIONS DOMAIN	
A. TECHNOLOGY AND DEVICES	
PK4.X.A.1 Child opens and navigates through digital learning applications and programs, when appropriate.	Children select the Waterford icon to begin their sessions. While interacting with Waterford, children are constantly listening and responding to instruction. Responses may require moving the mouse or clicking with it, tapping the touch pad, dragging items around screen, or entering answers on the keyboard.
PK4.X.A.2 Child uses and names a variety of digital tools that support and enhance learning.	While interacting with Waterford, children become familiar with digital tools (e.g., computer, keyboard, mouse, touchpad, monitor).
PK4.X.A.3 Child uses digital learning applications to contribute to class-made digital products that express own ideas, as appropriate.	Many activities in Waterford offer children choices and encourages them to express their own ideas. One example: ABC Coloring reviews letter name, shape, and sound, and colors.
PK4.X.A.4 Child uses technology to access appropriate information, with adult assistance.	Children access Waterford by selecting the desktop icon.
PK4.X.A.5 Child practices safe behavior while using digital tools and resources.	Waterford is mindful of screen time and the session ends after the recommended 15 minutes of daily instruction.



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

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; Zig Zag

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

Zero In My Toybox; 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; Zero Is a Big Round Hole; 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

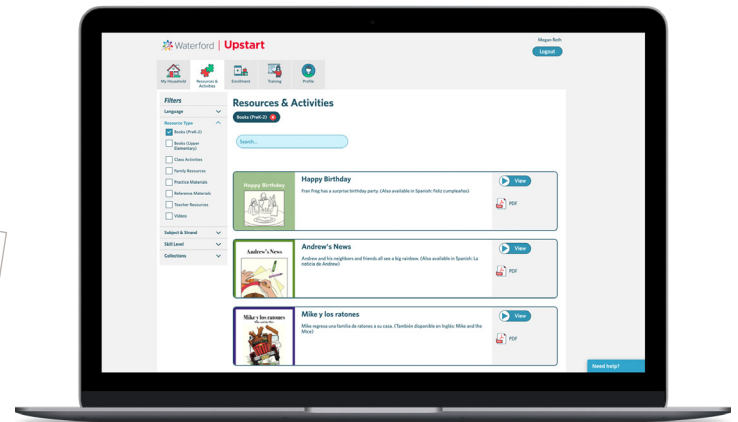
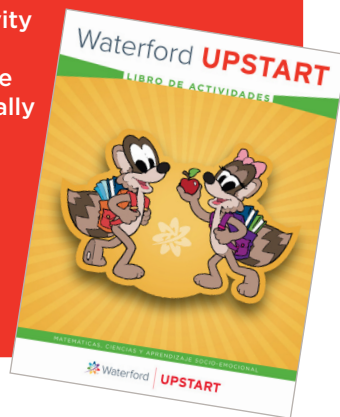
FAMILY ENGAGEMENT

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](https://upstart.waterford.org/) 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.