



Alignment

August 2026

99.5%
Aligned

**Waterford
Upstart**

**Tennessee
Early Learning
Developmental
Standards 2018**

**Alignment content includes a sampling of Waterford Digital Activities and Resources*

This document provides a detailed alignment of **Waterford Early Learning** to **Tennessee Early Learning Developmental Standards 2018**.

Alignment Description

This document aligns Tennessee Early Learning Developmental Standards 2018 to Waterford.org's digital activities and supporting resources.

Waterford Digital Resources

Waterford programs include engaging, evidence-based digital activities anchored in the science of learning that progress through an adaptive learning path in reading, math, and science. These activities are also available for collaborative instruction at [→teacher.waterford.org](https://teacher.waterford.org).

- **Classroom Playlists** enable teachers to harness learning technologies in whole-class instruction, flexible small groups, and personalized support for individual students.

Waterford Resources

Waterford provides an engaging, diverse collection of PDF resources tailored to boost children's learning experiences, empowering instruction in both classroom and home settings.

- **Teacher Resources** encompass class activities, reference materials, teacher guides, an array of books, and more.
- **Family Resources** encompass newsletters, activity sets, and reference materials, all available in both English and Spanish.

Waterford Curriculum Details

Waterford programs leverage the science of learning and evidence-based research to optimize reading development, accelerate learning, and target interventions for PreK–2nd grade learners.

Adaptive, Individualized Learning

Tailored instruction enables students to progress through the sequence at their own pace, offering multiple opportunities for practice as needed and more challenging activities when students are ready. This adaptation is automatic within the learning sequence. More information on the adaptive learning sequence can be found in [→Waterford's Adaptive Learning Path in Action](#) video.

Data-Informed Instruction

Administrators and teachers can use the program's reporting features to monitor progress in real-time, identify areas of difficulty, and utilize additional intervention tools in varied instructional settings. Examples of the reporting features can be found [→here](#).

Research-Driven Development

Waterford is committed to ongoing development based on the latest research findings. Please note that this correlation is accurate as of the date on the cover.

Reading Sequence

Waterford's Reading Sequence is aligned to the Science of Reading, with explicit and systematic instruction. The sequence develops phonics; phonological awareness; comprehension and vocabulary; language concepts and writing; and fluency. More detailed information can be found in the [→Reading Skills Scope & Sequence](#).

Math and Science Sequence

Waterford's Math and Science Sequence is designed around clear instructional principles. The math sequence develops numbers and operations (including counting and cardinality); operations and algebraic thinking; measurement and data; and geometry. The science sequence develops an understanding of physical, life, earth and space domains. More detailed information can be found in the [→Math and Science Scope & Sequence](#).

SmartStart Sequence

Waterford's SmartStart Sequence is designed so learners are exposed to the foundational principles critical to kindergarten readiness. SmartStart combines the digital learning path with teacher resources to teach early reading, math, science, and social studies concepts as well as executive function, creative arts, health, and physical development. More detailed information can be found in the [→SmartStart Scope & Sequence](#).

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Tennessee Standards	Waterford Digital Resources	Waterford Family Resources
Approaches to Learning (PK.AL)		
Creativity: Actively engage in learning with curiosity, flexibility, and openness to new ideas.		
PK.AL.CR.1 Independently interact with a variety of materials through multiple play activities.	- Books: I Want to Be a Scientist Like: Jane Goodall; I Wilbur and Orville Wright; George Washington Carver - Science Investigation - Magnets	- Role Play - What Would You Do? - Find the Ball
PK.AL.CR.2 Self-select play activities to support own curiosity and to engage in pretend and imaginative play (e.g., testing theories, acting out imagination).	Pretend Play	
PK.AL.CR.3 Choose materials/props and use novel ways to represent ideas, characters, and objects in symbolic play.	- Pretend Play - Papa's Play - Soup's On! - Perfect Present	
PK.AL.CR.4 Demonstrate a willingness to engage in new experiences and activities.	- Books: I Want to Be a Scientist Like: Jane Goodall; I Wilbur and Orville Wright; George Washington Carver - Science Investigation - Magnets	- Role Play - What Would You Do? - Find the Ball
Self-regulation: Engage in learning to effectively plan and problem solve.		
PK.AL.SR.5 Maintain focus appropriate to completing a task and/or learning activity.	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.	

Tennessee Standards	Waterford Digital Resources	Waterford Family Resources
Self-regulation: Engage in learning to effectively plan and problem solve <i>continued</i>.		
PK.AL.SR.6 Persist in solving a problem or question, with adult prompting.	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.	
PK.AL.SR.7 Reflect and plan a logical series of steps to accomplish a task, such as writing a message, completing a puzzle, drawing a picture, or building a block structure.	• Squirrel's Sketches • Perfect Present • Party Time	
Critical Thinking: Actively inquire and reflect about new ideas and activities.		
PK.AL.CT.8 Seek additional clarity to further own knowledge (e.g., asks what, how, why, when, where, and/or what if).	• Science Investigation • Books: I Want to Be a Scientist Like Jane Goodall; George Washington Carver; Wilbur and Orville Wright	
PK.AL.CT.9 Demonstrate an awareness of connection between prior and new knowledge.	• Making Connections • Build Knowledge	
PK.AL.CT.10 Identify a problem and attempt multiple ways to solve it, with or without assistance.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	

Tennessee Standards	Waterford Digital Resources	Waterford Family Resources
Communication: Actively engage in conversations with adults and peers.		
PK.AL.CO.11 Ask and respond to questions with peers and adults in individual and group activities.	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as they develop ideas, ask and answer relevant questions, and communicate in complete sentences.	
AL.PK.CO.12 Seek assistance and/or information when needed to complete a task.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	
Collaboration: Actively engage in learning with other people.		
PK.AL.CB.13 Engage in play-based, student-directed activities with a peer or peers (e.g., dramatic play, block building, symbolic play in recess) for at least 15 consecutive minutes, at multiple times throughout the year.	• Pretend Play • Boo Hoo Baby	
PK.AL.CB.14 Demonstrate a willingness to collaborate with others to solve a problem.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	

Tennessee Standards	Waterford Digital Resources	Waterford Family Resources
Social and Personal Competencies (PK.SPC)		
Self-awareness: Demonstrate an awareness of emotions, personal qualities and interests, personal abilities, and sense of personal responsibility.		
PK.SPC.SA.1 Express feelings, needs, opinions, and desires in a way which is appropriate to the situation.	• Lost and Found • Find Me! • Do I Have To? • It's Not Fair! • Soup's On!	
PK.SPC.SA.2 Appropriately name types of emotions (e.g., happy, sad, frustrated) and associate them with different facial expressions, words, and behaviors.	• It's Not Fair! • Do I Have To? • Boo Hoo Baby • Lost and Found	• Lots of Feelings
PK.SPC.SA.3 Describe self using several different identifying characteristics and/or unique qualities (e.g., abilities, interests, gender, culture).	• Books: Mine; José Three	
PK.SPC.SA.4 Develop a basic awareness of self as an individual, self within the context of family, and self within the context of community.	• Books: Mine; José Three • My Name Is Squirrel • My Family	
PK.SPC.SA.5 Display sense of accomplishment, contentment, and acknowledgment when completing a task or solving a problem.	• Boo Hoo Baby • Squirrel's Sketches	

Tennessee Standards	Waterford Digital Resources	Waterford Family Resources
Self-awareness: Demonstrate an awareness of emotions, personal qualities and interests, personal abilities, and sense of personal responsibility <i>continued</i>.		
PK.SPC.SA.6 Seek and accept guidance from primary caregivers, teachers, and other familiar adults.	- Do I Have To? - It's Not Fair! - Lost and Found	
PK.SPC.SA.7 Demonstrate an understanding of rules through actions and conversations.	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as they develop ideas, ask and answer relevant questions, and communicate in complete sentences.	
PK.SPC.SA.8 Use materials purposefully, safely, and respectfully as set by group rules.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others' rights and property as well as their own.	
Self-management: Understand and use strategies for managing emotions and behaviors constructively.		
PK.SPC.SM.1 Express feelings, needs, opinions, and desires and begin to identify causal relationships.	- It's Not Fair! - Do I Have To? - Boo Hoo Baby - Soup's On! - Marmot's Basket - Perfect Present - Lost and Found - Find Me!	Consequences Cards
PK.SPC.SM.2 Demonstrate ability to modify behavior in different situations using multiple problem solving strategies (e.g., trade, take turns, share, wait) with or without adult guidance and support.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	

Tennessee Standards	Waterford Digital Resources	Waterford Family Resources
Social Awareness: Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues.		
PK.SPC.SCA.1 Show empathy and caring for others.	• Boo Hoo Baby • Musical Mayhem	• Waterford Upstart Activity Book, Pp. 65 - 67
PK.SPC.SCA.2 Demonstrate an understanding of how personal choices impact others.	• Do I Have To?	• Consequences Cards • Waterford Upstart Activity Book, Pp. 65 - 67
Relationship Skills: Use positive communication skills to interact effectively with others.		
PK.SPC.RS.1 Seek assistance and/or information when needed to complete a task.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	
PK.SPC.RS.2 Interact and develop positive relationships with significant adults (e.g., primary caregivers, teachers, and other familiar adults).	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	
PK.SPC.RS.3 Initiate play and interact positively with another child or children.	• Boo Hoo Baby • Baby's Ball • Musical Mayhem • Papa's Thumb	
PK.SPC.RS.4 Develop friendship skills (e.g., help, share, take turns, give compliments) with increasing ease and comfort to sustain interaction by cooperating, helping, and suggesting new ideas for play.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	

Tennessee Standards	Waterford Digital Resources	Waterford Family Resources
English Language Arts		
Reading Standards Key Ideas and Details—Standard #1 R.KID.1		
Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
PK.RI.KID.1 With modeling, prompting, and support, ask and answer questions about informational text read aloud.	• Informational Books (See titles at end of document.) • Find an Answer • Build Knowledge	
PK.RL.KID.1 With modeling, prompting, and support, ask, and answer questions about a story read aloud.	• Find an Answer • Sum Up, Five Ws	
Reading Standards Key Ideas and Details—Standard #2 R.KID.2		
Determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and ideas.		
PK.RI.KID.2 With prompting and support, orally identify a main topic and retell details of texts, discussions, and activities.	• Sum Up, Five Ws • Describe Characters	
PK.RL.KID.2 With prompting and support, orally retell familiar stories including details.	• What Comes Next? • Sum Up, Remember Order	

Tennessee Standards	Waterford Digital Resources	Waterford Family Resources
Reading Standards Key Ideas and Details—Standard #3 R.KID.3		
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
PK.RI.KID.3 With prompting and support, orally identify the connection between information in a text to personal experience or other text.	• Making Connections • Build Knowledge	
PK.RL.KID.3 With prompting and support, orally identify characters, settings, and events from a familiar story.	• Describe Characters • Sum Up, Five Ws	
Reading Standards Craft and Structure—Standard #4 R.CS.4		
Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
PK.RI.CS.4 With prompting and support, answer questions about the meaning of words and phrases in a text relevant to pre-K topic or subject area.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, children hear a slowed pronunciation and definition in a pop-up with an illustration.	
PK.RL.CS.4 With prompting and support, respond to questions about the meaning of unknown words in a story.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, children hear a slowed pronunciation and definition in a pop-up with an illustration.	

Tennessee Standards	Waterford Digital Resources	Waterford Family Resources
Reading Standards Craft and Structure—Standard #5 R.CS.5		
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
PK.RI.CS.5 Recognize various text features.	• Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.)	
PK.RL.CS.5 Recognize common types of text.	• Print Concepts	
Reading Standards Craft and Structure—Standard #6 R.CS.6		
Assess how point of view or purpose shapes the content and style of a text.		
PK.RI.CS.6 With prompting and support, answer questions about who is presenting ideas or information in a text.	• Informational Books (See titles at end of document.)	
PK.RL.CS.6 With prompting and support, answer questions about who is telling a story.	• Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.)	
Reading Standards Integration of Knowledge and Ideas—Standard #7 R.IKI.7		
Assess how point of view or purpose shapes the content and style of a text.		
PK.RI.IKI.7 With prompting and support, orally describe the relationship between illustrations and the text in which they appear.	• Words Tell About the Pictures	
PK.RL.IKI.7 With prompting and support, orally describe the relationship between illustrations and the story in which they appear.	• Words Tell About the Pictures • Peek at the Story	

Tennessee Standards	Waterford Digital Resources	Waterford Family Resources
Reading Standards Integration of Knowledge and Ideas—Standard #8 R.IK1.8		
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of evidence.		
PK.RI.IK1.8 This standard begins in Kindergarten.		
PK.RL.IK1.8 Not applicable to literature.		
Reading Standards Integration of Knowledge and Ideas—Standard #9 R.IK1.9		
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.		
PK.RI.IK1.9 With prompting and support, orally identify basic similarities and differences between two texts on the same topic.	Books: Garden Visitors and Creepy Crawlers	
PK.RL.IK1.9 With prompting and support, orally compare and contrast the experiences of characters in a story to personal experience or to the experiences of characters in another familiar story.	- Making Connections - Build Knowledge - Describe Characters - Compare Characters	
Reading Standards Range of Reading and Level of Text Complexity—Standard #10		
Read and comprehend complex literary and informational texts independently and proficiently.		
PK.RI.RRTC.10 Listen and respond to informational texts of appropriate complexity for pre-K.	Informational Books (See titles at end of document.)	
PK.RL.RRTC.10 Listen and respond to stories and poems of appropriate complexity for pre-K.	- Read with Me Books - Sing a Rhyme Songs/Books - Decodable Books (See titles at end of document.)	

Tennessee Standards	Waterford Digital Resources	Waterford Family Resources
Foundational Literacy Standards Print Concepts—Standard #1 FL.PC.1		
Demonstrate understanding of the organization and basic features of print.		
PK.FL.PC.1 Demonstrate understanding of the organization and basic features of print. a. Handle books appropriately, right-side-up, turning pages one at a time, and front to back.	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.	
b. Recognize that spoken words can be written and read.	• Print Concepts • Letters Make Words • Words Tell About the Pictures	
c. With guidance and support, understand that words are made up of alphabet letters.	• Print Concepts • Letters Make Words	
d. Recognize familiar uppercase letters and some of the most common lowercase letters.	• ABC Songs • Letter Pictures • Letter Trace • Fast Letter Fun • Letter Checker • Find the Letter	
e. Distinguish between pictures and words.	• Words Tell About the Pictures	

Tennessee Standards	Waterford Digital Resources	Waterford Family Resources
Foundational Literacy Standards Phonological Awareness—Standard #2 FL.PA.2		
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
PK.FL.PA.2 Demonstrate increasing understanding of spoken words, syllables, and sounds (phonemes) through oral language and with guidance and support. a. Recognize and discriminate between rhyming words in spoken language.	• Rhyming Words • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme • Rhyme With Me	
b. Begin to pronounce and identify syllables in familiar words and words in a sentence.	• Syllable • Syllable Safari • Blend Spoken Syllables	• Waterford Upstart Activity Book, Pp. 37 - 40
c. Begin to blend and segment onsets and rimes of single-syllable spoken words.	• Blend Onset/Rime • Blending Riddles • Segment Onset/Rime	
d. Begin to isolate and pronounce the initial, final, and/or medial vowel sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.	• Initial Sound • Right Initial Sound • Final Sound • Right Final Sound • Where Is the Sound?	
e. Identify whether or not two words begin or end with the same sound.	• Initial Sound • Right Initial Sound • Final Sound • Right Final Sound • Match Initial Sounds	

Tennessee Standards	Waterford Digital Resources	Waterford Family Resources
Foundational Literacy Standards Phonics and Word Recognition—Standard #3 FL.PWR.3		
Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.		
PK.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. a. Begin to demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for familiar consonants.	• Sound Song • Letter Sound • Name That Letter Sound • Sound Room • ABC Coloring • Letter Sound Screening	• Waterford Upstart Activity Book, Pg. 35 - 36
b. Recognize high-frequency words by sight, including own name and other familiar words in the environment	• Power Word • Name Game	• Waterford Upstart Activity Book, Pg. 31
c. Begin to decode regularly spelled CVC words.	• Blend Decodable Words • Blend Every Sound • Spell and Blend • Word Blending	• Word Sets for Beginning Blending
Foundational Literacy Standards Word Composition—Standard #4 FL.WC.4		
Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.		
PK.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words. a. Begin to recognize the difference between upper and lowercase letters.	• Letters Introduction • Letter Checker • Fast Letter Fun • Name That Letter • Letter Match • Letter Pairs	• Word Sets for Beginning Blending
b. Begin to print the distinctive features of letter forms (circle, line, diagonal, crossed lines, etc.).	• Letter Trace	• Waterford Upstart Activity Book, Pp. 9 - 21

Tennessee Standards	Waterford Digital Resources	Waterford Family Resources
Foundational Literacy Standards Fluency—Standard #5 FL.F.5		
Read with sufficient accuracy and fluency to support comprehension.		
PK.F.5 Interact with text to support comprehension. a. Use illustrations to retell story events in familiar picture books.	• What Comes Next? • Sum Up, Remember Order	
Foundational Literacy Standards Sentence Composition—Standard #6 FL.SC.6		
Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.		
PK.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking, and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult modeling, guidance, and support. a. With modeling or verbal prompts, orally produce complete sentences.	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters communicate in complete sentences.	
b. Follow one-to-one correspondence between voice and print when writing a sentence or sentence fragment, or when rereading a dictated sentence.	Online books and text within the software highlight words as they are read by the narrator showing one-to-one correspondence between voice and print.	
c. Use frequently occurring nouns and verbs when speaking and in shared language activities.	• Songs: Nouns; Verbs • Nouns • Verbs	

Tennessee Standards	Waterford Digital Resources	Waterford Family Resources
Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing <i>continued</i>.		
d. Form regular plural nouns when speaking and in shared language activities.	- Songs: More Than One; Nouns - Plural Nouns	
e. Understand and use question words (interrogatives) when speaking and in shared language activities.	- Sum Up, Five Ws - Science Investigation	
f. With prompting and support, use the most frequently occurring prepositions when speaking and in shared language activities.	Songs: Preposition Cat	
g. With prompting and support, produce and expand complete sentences in shared language activities.	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.	
h. Begin to recognize that a name begins with a capital letter.	- Songs: Capital Letters - Name Game	

Tennessee Standards	Waterford Digital Resources	Waterford Family Resources
Foundational Literacy Standards VOCABULARY ACQUISITION—Standard #7 FL.VA.7		
Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.		
PK.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on pre-K conversations, reading, and content. (1) Identify new meanings for familiar words and apply them accurately. (2) Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.	• Songs: Put It At the Front; Put It At the End • Vocab • Prefixes • Suffixes	
PK.FL.VA.7b With guidance and support from adults, explore word relationships and nuances in word meanings. (1) Sort common objects into categories to gain a sense of the concepts the categories represent. (2) Demonstrate understanding of frequently occurring verbs and adjectives. (3) Make real-life connections between words and their use. (4) Distinguish shades of meaning among familiar verbs describing the same general action. (i.e., jog/sprint)	• Songs: All Sorts of Laundry; Adjectives Describe; Verbs; Synonym Tree • Books: Buttons, Buttons • Sort • Verbs • Adjectives	
PK.FL.VA.7c Use words and phrases acquired through conversations, being read to, and responding to texts.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.	

Tennessee Standards	Waterford Digital Resources	Waterford Family Resources
Writing Standards Text Types and Protocol—Standard #1 W.TTP.1		
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
PK.W.TTP.1 With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to express a preference, opinion, or idea about a specific topic or text.	• Dots, Lines, and Circles • Letter Trace	• Waterford Upstart Activity Book, Pp. 9 - 21
Writing Standards Text Types and Protocol—Standard #2 W.TTP.2		
Write information/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
PK.W.TTP.2 With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to explain information about a familiar topic or informational text.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
Writing Standards Text Types and Protocol—Standard #3 W.TTP.3		
Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.		
PK.W.TTP.3 With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to narrate a single event.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	

Tennessee Standards	Waterford Digital Resources	Waterford Family Resources
Writing Standards Production and Distribution of Writing—Standard #4 W.PDW.4		
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.		
PK.W.PDW.4 With modeling, guidance, and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
Writing Standards Production and Distribution of Writing—Standard #5 W.PDW.5		
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
PK.W.PDW.5 With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen drawing, dictating and/or emergent writing as needed.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
Writing Standards Production and Distribution of Writing—Standard #6 W.PDW.6		
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.		
PK.W.PDW.6 This standard begins in Kindergarten.		
Writing Standards Research to Build and Present Knowledge—Standard #7 W.RBPK.7		
Conduct short but more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.		
PK.W.RBPK.7 With modeling, guidance, and support, participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.	• Prewrite • Writing	• Writing Web • Family Writing Activities

Tennessee Standards	Waterford Digital Resources	Waterford Family Resources
Writing Standards Research to Build and Present Knowledge—Standard #8 W.RBPK.8		
Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.		
PK.W.RBPK.8 With modeling, guidance, and support from adults, recall information from experiences or gather information from provided sources to answer a question.	• Build Knowledge • Making Connections	
Writing Standards Research to Build and Present Knowledge—Standard #9 W.RBPK.9		
Draw evidence from literary or informational texts to support analysis, reflection, and research.		
PK.W. RBPK.9 This standard begins in Grade 4.		
Writing Standards Range of Writing—Standard #10 W.RW.10		
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		
PK.W.RBPK.10 With modeling, guidance, and support from adults, engage routinely in drawing, dictating, and emergent writing activities for a range of tasks, purposes, and audiences.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
Speaking and Listening Standards Comprehension and Collaboration—Standard #1 SL.CC.1		
Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.		
PK.SL.CC.1 Participate with varied peers and adults in collaborative conversations across activities throughout the day. a. Demonstrate appropriate conversational interactions including taking turns, listening, speaking, answering questions, and wait time.	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters communicate in complete sentences.	

Tennessee Standards	Waterford Digital Resources	Waterford Family Resources
Speaking and Listening Standards Comprehension and Collaboration—Standard #2 SL.CC.2		
Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.		
PK.SL.CC.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details, or by retelling, acting out, or representing key details through work in centers.	- Sum Up, Remember Order - Sum Up, Five Ws	
Speaking and Listening Standards Comprehension and Collaboration—Standard #3 SL.CC.3		
Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.		
PK.SL.CC.3 With prompting and support, ask and answer questions about what a speaker says in order to seek help, get information, or clarify something that is not understood.		Gathering Additional Information Through Questions
Speaking and Listening Standards Presentation of Knowledge and Ideas—Standard #4 SL.PKI.4		
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.		
PK.SL.PKI.4 Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.	Songs: Adjectives Describe	

Tennessee Standards	Waterford Digital Resources	Waterford Family Resources
Speaking and Listening Standards Presentation of Knowledge and Ideas—Standard #5 SL.PKI.5		
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		
PK.SL.PKI.5 Create representations and extensions of experiences or stories through writing, drawing, and open-ended materials in centers, and discuss them with others.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
Speaking and Listening Standards Presentation of Knowledge and Ideas—Standard #6 SL.PKI.6		
Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.		
PK.SL.PKI.6 With modeling, guidance, and support, express thoughts, feelings, and ideas through speaking.	Social-emotional video series, models conversations between characters as they gather information and reach conclusions. Two examples are "Do I Have To?" and "It's Not Fair."	

Tennessee Standards	Waterford Digital Resources	Waterford Family Resources
Mathematics		
Counting and Cardinality (CC): Standard A		
Know number names and the counting sequence.		
PK.CC.A.1 Count forward from 1 to 30.	- Counting Songs - Number Counting - Number Instruction - Number Recognition and Sense - Counting Puzzle - Dot to Dot	
PK.CC.A.2 This standard begins in Kindergarten.		
PK.CC.A.3 Begin to print the distinctive features of numerals (i.e., circle, line, diagonal, crossed lines).	Number Instruction	
PK.CC.A.4 Begin to name numerals 0-10.	- Explain Numbers - Number Instruction - Number Recognition and Sense	Waterford Upstart Activity Book, Pp. 45 - 47 and 56-59

Tennessee Standards	Waterford Digital Resources	Waterford Family Resources
Counting and Cardinality (CC): Standard B		
Count to tell the number of objects.		
PK.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, using one-to-one correspondence.	- Counting Songs - Order Numbers - One-to-one Correspondence - Make and Count Groups - Number Instruction - Number Recognition and Sense - Counting Puzzle	
b. Understand that the last number name said tells the number of objects counted.	- Number Instruction - Number Recognition and Sense - Make and Count Groups - Number Counting	
c. Recognize that one more object added to a group of objects changes the quantity as a whole.	- Songs: Counting On - Count On - Count On by 1 - Make and Count Groups	Introduce and Count Number Activities
PK.CC.B.5 Understand that a number represents a corresponding quantity. a. Subitize quantities up to 5 (i.e., the ability to look at a quantity and say the quantity [1-5] quickly, just by looking).	- Moving Target (Dots) - Make and Count Groups	Waterford Upstart Activity Book, Pp. 46 and 48

Tennessee Standards	Waterford Digital Resources	Waterford Family Resources
Count to tell the number of objects <i>continued.</i>		
b. Given a number from 1-10, count out that many objects.	- Counting Songs - Number Counting - Number Instruction - Number Recognition and Sense - Counting Puzzle - Make and Count Groups - One-to-one Correspondence	
c. With guidance and support, count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle.	- Counting Songs - Number Counting - Number Instruction - Number Recognition and Sense - Make and Count Groups - One-to-one Correspondence	
d. With guidance and support, count to answer “how many?” questions about as many as 5 things in a scattered configuration.	- Counting Songs - Number Counting - Bug Bits - Moving Target (Dots) - Subitizing	- Subitizing Cards - Waterford Upstart Activity Book, Pp. 46 and 48
Counting and Cardinality (CC): Standard C		
Compare numbers.		
PK.CC.C.6 Use comparative language, such as more/less than or equal to, to compare and describe collections of objects.	- Songs: Greater Than, Less Than; More Than, Fewer Than - Books: For the Birds - More Than - Fewer Than - Greater Than, Less Than - More Than, Fewer Than	
PK.CC.C.7 This standard begins in Kindergarten		

Tennessee Standards	Waterford Digital Resources	Waterford Family Resources
Operations and Algebraic Thinking (OA): Standard A		
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.		
PK.OA.A.1 With guidance and support, begin to represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.	• Songs: Bee Happy Addition; On the Bayou; Bakery Subtraction; Circus Subtraction • Books: Five Delicious Muffins • Addition • Subtraction • Act Out Addition • Act Out Subtraction	
PK.OA.A.2 With guidance and support, begin to solve addition and subtraction word problems, and add and subtract within 5 (e.g., by using objects or drawings to represent the problem).	• Songs: Bee Happy Addition; On the Bayou; Bakery Subtraction; Circus Subtraction • Books: Five Delicious Muffins • Act Out Addition • Act Out Subtraction • Sums to 5 • Subtract from 5 • Minuends to 5 • Add Groups to 5	
PK.OA.A.3 Compose and decompose numbers to 5, in more than one way, by using objects or drawings.	• Songs: Bee Happy Addition; On the Bayou; Bakery Subtraction; Circus Subtraction • Books: Five Delicious Muffins • Act Out Addition • Act Out Subtraction • Sums to 5 • Subtract from 5 • Minuends to 5 • Add Groups to 5	

Tennessee Standards	Waterford Digital Resources	Waterford Family Resources
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from <i>continued</i>.		
PK.OA.A.4 Show, through the use of concrete objects or drawings, the number needed to make up to 5 when added to any given number from 0-5.	- Songs: Bee Happy Addition; On the Bayou - Act Out Addition - Sums to 5 - Add Groups to 5	
PK.OA.A.5 This standard begins in Kindergarten.		
Number and Operations in Base Ten (NBT): Standard A		
Work with numbers 11-19 to gain foundations for place value.		
PK.NBT.A.1. This standard begins in Kindergarten.		
Measurement and Data (MD): Standard A		
Describe and compare measurable attributes.		
PK.MD.A.1 Describe measurable attributes of a single object, such as length, width, height.	- Songs: Measuring Plants - Length	
PK.MD.A.2 Compare the attributes of two or more concrete objects and use words to define attributes of the objects (i.e. heavier/lighter, longer/shorter, etc.).	- Songs: Savanna Size - Big and Little - Heavy and Light - Tall and Short	

Tennessee Standards	Waterford Digital Resources	Waterford Family Resources
Measurement and Data (MD): Standard B		
Work with money.		
PK.MD.B.3 Begin to recognize currency and its purpose.	- Songs: Save Your Pennies - Coin Identification	
Measurement and Data (MD): Standard C		
Classify objects and count the number of objects in each category.		
PK.MD.C.4 Sort a collection of objects into given categories using more than one attribute.	- Songs: All Sorts of Laundry - Books: Buttons, Buttons - Sort	Waterford Upstart Activity Book, Pg. 61
Geometry (G): Standard A		
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).		
PK.G.A.1 Begin to use relative position words in appropriate context, such as above, below, beside, and between.	- Songs: Position Cat; Get Over the Bugs; Monster Trucks - Books: Up in the Air - Above, Below, Next to, On - Over, Under, and Through - Over, Under, Above, Below - Inside, Outside, Between - First, Middle, Last	
PK.G.A.2 Correctly name some two-dimensional shapes.	- Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides - Books: The Shape of Things; Imagination Shapes - Simple Shapes - Circle, Square, Triangle, Rectangle	

Tennessee Standards	Waterford Digital Resources	Waterford Family Resources
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) <i>continued</i>.		
PK.G.A.3 Begin to explore shapes as two-dimensional or three-dimensional.	• Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Space Shapes • World Shapes • Solid Shapes • Circle, Square, Triangle, Rectangle	
PK.G.A.4 Begin to describe objects in the environment using names of shapes.	• Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Space Shapes • World Shapes • Solid Shapes • Circle, Square, Triangle, Rectangle	
Geometry (G): Standard B		
Analyze, compare, create, and compose shapes.		
PK.G.B.4 Describe similarities and differences between two-dimensional shapes.	• Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Simple Shapes • Similar Figures • Circle, Square, Triangle, Rectangle	
PK.G.B.5 Model shapes in the world by building and drawing shapes.	• Tangrams	
PK.G.B.6 Begin to recognize smaller shapes within a larger shape, including that some shapes can be put together to make a new shape.	• Tangrams	

Tennessee Standards	Waterford Digital Resources	Waterford Family Resources
Science		
Physical Science (PS):		
Matter and its interactions.		
PK.PS1.01a. Describe and categorize objects based on their observable properties.	- Science Investigation - Materials - Magnets - Solid and Liquid	
b. Demonstrate an awareness that matter exist in different states (i.e., solid and liquid) and that matter changes as a result of changes in its environment.	- Songs: Solid or Liquid; Matter - Books: Pancakes Matter - Matter - States of Water - Solid and Liquid	
c. Observe, predict, and describe how objects move using common motion related vocabulary (e.g., straight, fast/slow, up/down, zigzag).	- Songs: Push and Pull - Books: Mr. Mario's Neighborhood - Magnets - Push and Pull	
d. Observe, predict, and describe how objects can be combined, stacked, or arranged to create a new object.	- Books: I Want to Be a Scientist Like Wilbur and Orville Wright - Tangrams	

Tennessee Standards	Waterford Digital Resources	Waterford Family Resources
Life Science(LS):		
From molecules to organisms: structures and processes.		
PK.LS1.01 a. Identify common attributes of familiar living things.	• Songs: Birds; Vertebrates; Fish; Plant or Animal; Invertebrates; Plant or Animal; I Am Part of All I See • Science Observation: From Egg to Chick • Mammals • Birds • Reptiles • Amphibians • Insects • Plant or Animal • Invertebrates • Worms • Plants • Food From Plants	
b. Recognize differences between living organisms and non-living materials.	• Songs: Living and Nonliving • Living or Nonliving	
c. Recognize and describe the function of the five senses of humans.	• Songs: Five Senses • Sight • Hearing • Touch • Smell • Taste	

Tennessee Standards	Waterford Digital Resources	Waterford Family Resources
Earth Science (ESS2):		
Earth systems.		
PK.ESS2.01a. Investigate and identify a variety of Earth materials by their observable properties (e.g. soil, rocks, sand, water).	• Songs: Water; Rocks • Books: Water Is All Around • Rocks • Water • Water Sources • Materials	
b. Observe and discuss changes in weather and seasons using common weather-related vocabulary (e.g., rain, sun, snow, wind, spring, summer, fall/autumn, winter, etc.).	• Songs: Seasons; Precipitation • Books: That's What I Like, a Book About Seasons • Spring • Summer • Fall • Winter • Clouds • Sun • Weather	

Tennessee Standards	Waterford Digital Resources	Waterford Family Resources
Earth Science (ESS3):		
Earth and human activity.		
PK.ESS3.01a. Observe, describe, and compare the habitats of plants and animals.	• Songs: Plant or Animal; Four Ecosystems • Books: Where in the World Would You Go Today? • Plant or Animal • Plants • Mountains • Oceans • Deserts • Rainforests • Wetlands • Prairies • Ecosystems	
b. Observe and discuss how humans and animals respond to changes in weather.	• Songs: Seasons; Precipitation • Books: That's What I Like, a Book About Seasons • Spring • Summer • Fall • Winter • Clouds • Sun • Weather	
c. Explore ways that humans use water and materials/resources from the Earth (e.g., water to drink, wood to make blocks, soil to grow food, bricks to make homes, plants to make food, etc.).	• Songs: Water; Rocks • Books: Water Is All Around; Mela's Water Pot • Rocks • Water • Water Sources • Materials • Care of Earth • Care of Water	

Tennessee Standards	Waterford Digital Resources	Waterford Family Resources
Engineering, Technology, and Science (ETS1):		
Engineering design.		
PK.ETS1.01a. Use senses to gather, explore, and interpret information.	• Songs: I Am Part of All I See; Five Senses • Books: I Wish I Had Ears Like a Bat • Science Investigation • Science Tools • Sight • Hearing • Touch • Smell • Taste	
b. With modeling, prompting, and support, record and organize data using graphs, charts, science journals, etc., to communicate conclusions regarding experiments and explorations.	• Songs: The Scientific Method • Books: One More Cat • Science Investigation • Science Tools • Observe a Simple System • Calendar/Graph Weather	
c. Make predictions based on observations and prior explorations.	• Songs: The Scientific Method • Science Investigation • Calendar/Graph Weather • Observe a Simple System	
Engineering, Technology, and Science (ETS2):		
Links among engineering, technology, science, and society.		
PK.ETS2.01a. Recognize that tools have specific characteristics that determine their use.	• Songs: The Scientific Method • Science Investigation • Science Tools	
b. Explore familiar environments through the use of simple tools.	• Songs: The Scientific Method • Science Investigation • Science Tools • Science Observation: From Egg to Chick	

Tennessee Standards	Waterford Digital Resources	Waterford Family Resources
Social Studies		
Culture		
Students will explore different traditions, customs, and cultures within their families, schools, and communities.		
PK.01 In conversation, describe familiar people, places, things, and events, with reference to a student's home and school.	- Sing Around the World Songs - My Family - Clubhouse	
PK.02 Begin to recognize similarities and differences between family customs and cultures.	Sing Around the World Songs	
Economics		
Students will identify basic wants and needs, the ways families produce, consume, and exchange goods and services in their communities, and the work people do in order to spend and save money.		
PK.03 Begin to distinguish between wants and needs.	- Songs: Food From Plants - Books: Everybody Needs to Eat	
PK.04 Identify how the basic human needs of food, clothing, shelter, and transportation are met.	- Songs: Food From Plants - Books: Everybody Needs to Eat	
PK.05 Begin to recognize money and its uses.	- Songs: Save Your Pennies - Coin Identification	
PK.06 Identify different types of jobs, including work done in the home, school, and community.	Books: Follow the Apples!; Mr. Mario's Neighborhood	
PK.07 Give examples of how people exchange goods and use money to acquire wants and needs.	Books: Follow the Apples!; Mr. Mario's Neighborhood	

Tennessee Standards	Waterford Digital Resources	Waterford Family Resources
Geography		
Students will demonstrate an understanding of the concept of location, what maps and globes represent, and their geographical location.		
PK.08 Use directions such as up, down, in front, and behind.	- Songs: Position Cat; Get Over the Bugs; Monster Trucks - Books: Up in the Air - Position - Above, Below, Next to, On - Over, Under, and Through - Right, Left - Over, Under, Above, Below - Inside, Outside, Between - First, Middle, Last	
PK.09 Identify what a map represents.	Each Sing Around the World: Intro displays a map highlighting the location of the country represented.	
PK.10 Understand how roads help people get around, and how they are used to organize locations within a city.		Exploring Your Home City With Your Children
Government and Civics		
Students will learn the foundations of good citizenship, including civic responsibilities and patriotism, through the rules by which they live, the authority figures within their community and the United States, and national symbols.		
PK.11 Give examples of people who are authority figures.		Community Helpers
PK.12 Recognize shapes found on flags and identify the American flag.	Each Sing Around the World: Intro displays a map highlighting the location of the country represented.	

Tennessee Standards	Waterford Digital Resources	Waterford Family Resources
Students will learn the foundations of good citizenship, including civic responsibilities and patriotism, through the rules by which they live, the authority figures within their community and the United States, and national symbols <i>continued</i>.		
PK.13 Begin to recognize the name and role of the current President of the United States.		
PK.14 Identify roles of authority figures at home, in school, and in the community, including parents, school principals, volunteers, police officers, fire and rescue workers, mayor, governor, and president.		Community Helpers
PK.15 Identify the need for rules.	Clubhouse	- Good Playing Rules Rebus - Clean Up Together!
PK.16 This standard begins in Kindergarten.		
History		
Students will understand the chronological organization of history and the importance of holidays.		
PK.17 Begin to understand the use of words and phrases about time, including: morning, afternoon, night, today, tomorrow, and yesterday.	- Today - Yesterday/Tomorrow - Tell Time	
K.18 This standard begins in Kindergarten.		
K.19 This standard begins in Kindergarten.		
K.20 This standard begins in Kindergarten.		

Tennessee Standards	Waterford Digital Resources	Waterford Family Resources
Creative Arts		
Visual Arts		
Express self and represent what the student knows, thinks, believes, and feels through visual arts.		
PK.CA.1. Experiment with a variety of media and art materials for tactile experience and exploration.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
PK.CA.2 Create artistic works with intent and purpose using varying tools, texture, color, and technique.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
PK.CA.3 Present and respond to visual art created by self and others.	Squirrel's Sketches	
Music		
Express self by engaging in musical activities.		
PK.CA.4. Engage in musical activities having different moods, tempos, and rhythms by listening, singing, or performing.	- Sing a Rhyme Songs/Books (See titles at end of document.) - Baby's Ballet - Mama's Melody	
PK.CA.5. Create and perform using voice, traditional instruments, and/or non-traditional instruments.	- Baby's Ballet - Mama's Melody	
Creative Movement & Dance		
PK.CA.6. Respond to feelings through dance or creative movement.	- Baby's Ballet - Mama's Melody	

Tennessee Standards	Waterford Digital Resources	Waterford Family Resources
PK.CA.7. Perform different characteristics of movements in spontaneous and imaginative ways (e.g., sway, twist, wave, use of 'props').	• Songs: Head, Shoulders, Knees, and Toes • Books: Movin' to the Music Time • Baby's Ballet • Mama's Melody	• Hi! Notes
Theatre/Dramatic Play		
PK.CA.8. Participate in a variety of dramatic play activities (teacher-guided or child-initiated) to represent fantasy and real-life experiences.	• Pretend Play • Papa's Play • Real and Make-believe	• Role Play • Lots of Feelings • Guess How I'm Feeling • What Would You Do?
PK.CA.9. Respond and react to theatre and drama presentations.	• Papa's Play	
Cultural Differences		
PK.CA.10. Participate in artistic activities (music, visual art, theatre, and dance) representing different cultures.	• Sing Around the World Songs	

Tennessee Standards	Waterford Digital Resources	Waterford Family Resources
Physical Development		
Sensorimotor		
Use senses to assist and guide learning; using sensory information to plan and carry out movements.		
PK.PD.1. Compare, contrast, and describe different sights, smells, sounds, tastes, and textures found in the environment.	• Songs: Five Senses • Books: I Wish I Had Ears Like a Bat; Fawn Eyes • Sight • Hearing • Touch • Taste • Smell	
PK.PD.2. Demonstrate awareness of spatial boundaries and the ability to work and move within them.		• Move and Groove • Exercise • Personal Space Circle
Gross Motor		
Demonstrate coordination and control of large muscles.		
PK.PD.3. Develop body strength, balance, flexibility, and stamina to move self through space in a variety of ways (e.g., running, jumping, skipping).	• Books: We All Exercise • Exercise and Rest	• Move and Groove • Exercise
PK.PD.4. Explore a variety of equipment and activities that enhance gross motor development and coordinate movements with upper and/or lower body (e.g., balls, slides, locomotive toys, and assistive technology).	• Books: We All Exercise • Exercise and Rest	• Move and Groove • Exercise • Waterford Upstart Activity Book, Pg. 69

Tennessee Standards	Waterford Digital Resources	Waterford Family Resources
Fine Motor		
Demonstrate eye-hand coordination and dexterity needed to manipulate objects.		
PK.PD.5. Experiment with handheld tools to develop strength, control, and dexterity of small muscles (e.g., paintbrushes, crayons, markers, lacing, clay, etc.).	The daily use of a touch pad or mouse develops dexterity and hand-eye coordination.	Pencil Grip
PK.PD.6. Explore and engage in activities which enhance hand-eye coordination (e.g., building with blocks, creating with clay, putting puzzles together, and using other manipulatives).	The daily use of a touch pad or mouse develops dexterity and hand-eye coordination.	
Personal Health & Safety		
PK.PD.7. Demonstrate personal care and hygiene skills.	- Songs: Health - Books: We All Exercise; The Germs - Germs - Avoid Germs and Prevent Illness - Exercise and Rest - Healthy Foods - Teeth	Exercise and Rest
PK.PD.8. Demonstrate awareness and understanding of healthy habits (e.g., sufficient rest, nutritious foods, exercise).	- Songs: Health - Books: We All Exercise; The Germs - Germs - Avoid Germs and Prevent Illness - Exercise and Rest - Healthy Foods - Teeth	Exercise and Rest
PK.PD.9. Demonstrate awareness and understanding of safety rules.	- Songs: Sun Blues; Storms - Lightning Safety	- Emergency Preparedness for Kids - Fire Safety Activity for Kids

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 / The Bus / My Valentine / Where Is Thumbkin? / 1, 2, Buckle My Shoe / Yankee Doodle / Zig Zag

Informational Books

Opposites / Pairs / Watch the Woolly Worm

Read With Me Books

Andy's Adventure / Baby's Birthday / At Camp / My Dinosaur / 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

Early Readable Books

At Bat / The Map / Rad Dad / My Tam-Tam / Go, Cam! / Pop / The Hot Pot / A Kit for the Pit / Big Dog Dot / A Big Win / I See You

Basic Reading

Traditional Tales & Stories

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

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? / Dev 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? / 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? / Dev 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 / 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 / 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

Informational Books

The Piñata Book / Discovering Dinosaurs / Treasures from the Loom / The Courage to Learn / Bee's Secret / Sound / White-tailed Deer / Water / Winter Snoozers / Amazing Tails / The Pizza Book

Readable Books

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

Readable Story Sentences

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 and 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 / Fun 15 / 16 Ants / Counting to 17 / 18 Carrot Stew / 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

Marching Band Counting / Flower Counting / Country 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 Fish to Catch / Fun 15 / 16 Ants / Counting to 17 / 18 Carrot Stew / 19 On the Beach / 20 Fingers and Toes

Basic Math and Science

Math and Science Books

One More Cat / Can You Guess? A Story for Two Voices / 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 / Navajo Beads / Where in the World Would You Go Today? / I Want to Be a Scientist Like Wilbur and Orville Wright

Fluent Math and Science

Math and 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 X1 / 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



Support

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

Research-Driven Development

Waterford is committed to ongoing development based on the latest research findings. Please note that this correlation is accurate as of the date on the cover.

Family Engagement Resources

Spanish Family Engagement Resources

All Waterford books and many of the resources available to families at [→family.waterford.org](https://family.waterford.org) can be found in Spanish or with Spanish support.

Songs

Beginning Math Songs

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

Nursery Songs and Rhymes

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

Beginning Reading Songs

Comma, Comma, Comma / Homophone Monkey / Antonym Ant / Apples and Bananas / Old MacDonald's Vowels / ABC Show and Tell Sounds / ABC Tongue Twisters / ABC Picture Sounds / Sheep in the Shadows / C-K Rap / S Steals the Z / Blends / Blicky Licky Land / Apostrophe Pig / Capital Letters—Days / Charley Chick / Adjectives Describe / Lazy Letter Q / Nouns / Verbs / Adverbs / Irregular Verbs

/ Preposition Cat / Verbs that Link / Consonants / Pronouns, Sneaky Magic E / Silent Letters—G-H / Silent Letters—W / Drop Magic E / Bossy Mr. R / P-H and G-H Say Fff / Schwa Sound / Double the Fun / Strange Spelling / More Than One / Reading Detective—Peek at the Story

Many of these songs are available on the [→Waterford.org YouTube channel](https://waterford.org/youtube-channel).

Weekly Homelink Newsletters

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

Math Homelink Newsletters

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

Science Homelink Newsletters

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

Reading Homelink Newsletters

Alphabet Knowledge Comprehension and Vocabulary

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

Readiness Skills Letters

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

Phonological Awareness Letters

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



Waterford Family

Waterford Family is a secure website where families can log in to see their child's usage and learning achievements. Waterford families also receive short messages with ideas on how to engage in their child's learning and have access to hundreds of resources and activities. Waterford Family is available online and in the Waterford Family app (for iOS and Android).