



Waterford.org

Getting Started with
Waterford Reading Academy

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Start with the End in Mind

- ✓ Tips for creating classroom [routines](#)
- ✓ Learn how to [generate badges](#)
- ✓ Learn how to view [dashboards](#) to monitor usage
- ✓ Learn how to [generate reports](#)
- ✓ Incorporate data from reports to [drive instruction](#), playlists
- ✓ Where to go for Help



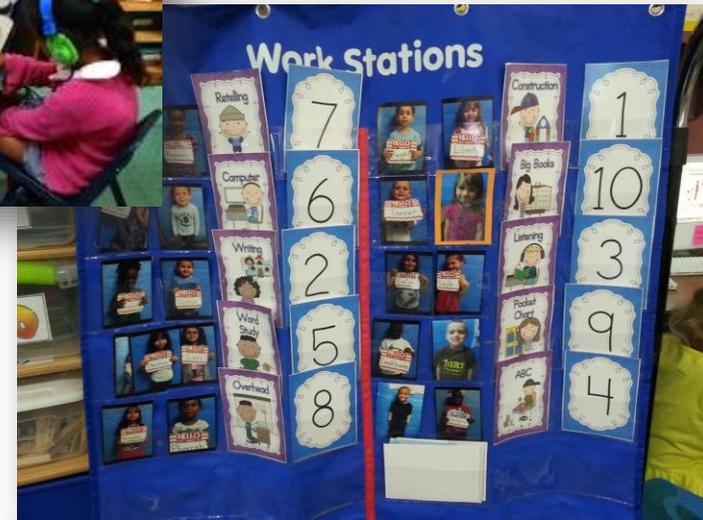
Establish Classroom Routines

Same Time Everyday

Computer Lab

Classroom Learning Center

One to One



Usage Shows Results

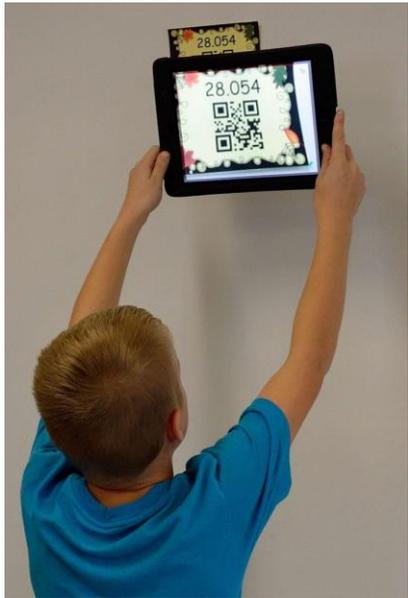


PreK & K = 15 minutes,
5 days per week, per course

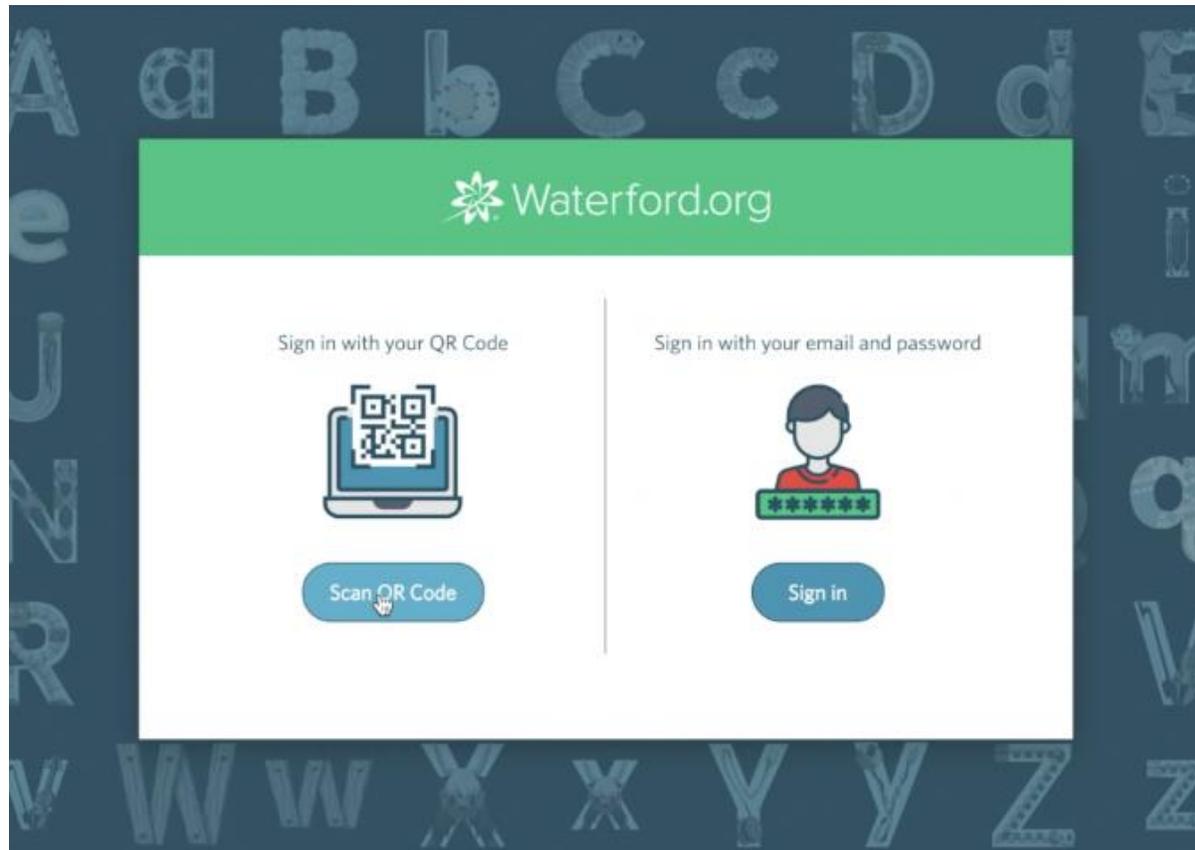
1st & 2nd Grade = 30 minutes,
5 days per week, per course

Classroom Routines: Logging In

QR Badge



my.waterford.org



SSO: Clever,
Classlink

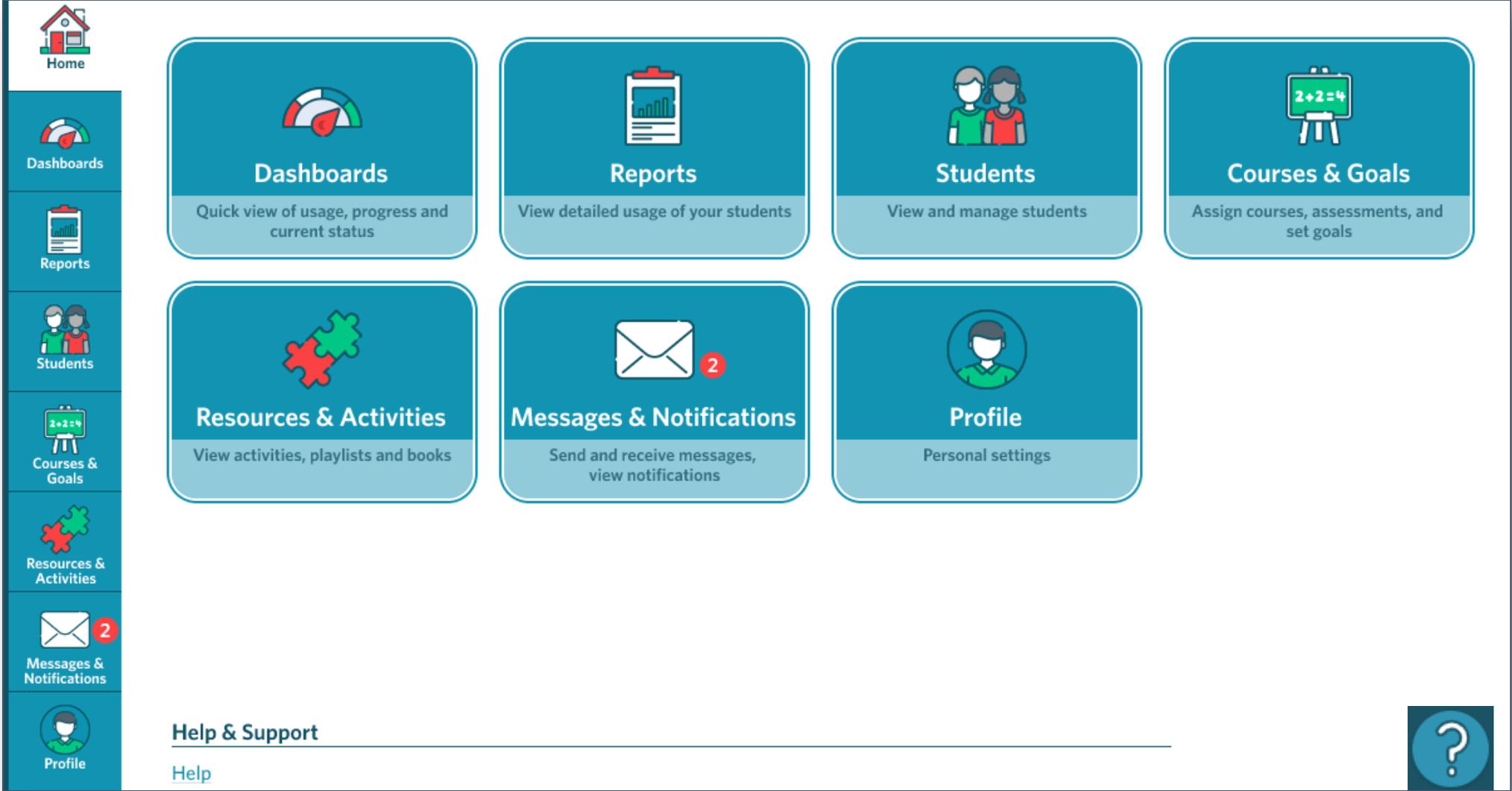


Logging in with a Badge

| | |
|---|--|
| <p>Eddie Eggplant</p>  <p> Waterford.org</p> | <p>Daniel Date</p>  <p> Waterford.org</p> |
| <p>Carol Cabbage</p>  <p> Waterford.org</p> | <p>Annie Apple</p>  <p> Waterford.org</p> |



Waterford Reading Academy



The dashboard interface features a vertical sidebar on the left with icons for Home, Dashboards, Reports, Students, Courses & Goals, Resources & Activities, Messages & Notifications (with a red '2' badge), and Profile. The main area contains seven large teal buttons with icons and text:

- Dashboards**: Quick view of usage, progress and current status
- Reports**: View detailed usage of your students
- Students**: View and manage students
- Courses & Goals**: Assign courses, assessments, and set goals
- Resources & Activities**: View activities, playlists and books
- Messages & Notifications**: Send and receive messages, view notifications
- Profile**: Personal settings

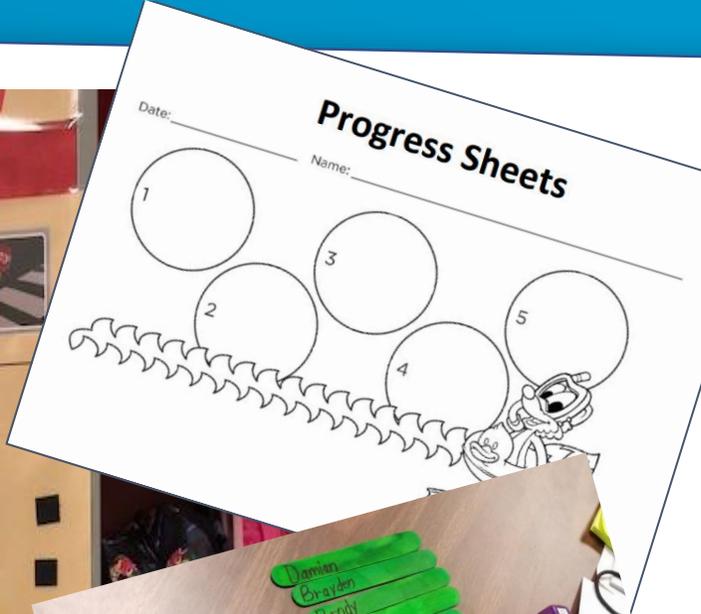
At the bottom left, there is a **Help & Support** section with a [Help](#) link. At the bottom right, there is a dark blue square button with a white question mark icon.

Create Login Badge

The screenshot shows the Waterford.org dashboard interface. On the left is a vertical navigation menu with icons and labels for Home, Dashboards, Reports, Students, Courses & Goals, Resources & Activities, Messages & Notifications, and Profile. The 'Students' menu item is highlighted with an orange border. The main area contains several dashboard tiles: Dashboards (Quick view of usage, progress and current status), Reports (View detailed usage of your students), Students (View and manage students), Courses & Goals (Assign courses, assessments, and set goals), Resources & Activities (View activities, playlists and books), Messages & Notifications (Send and receive messages, view notifications), and Profile (Personal settings). The 'Students' tile is also highlighted with an orange border. At the bottom left, there is a 'Help & Support' link and a 'Help' link. At the bottom right, there is a question mark icon in a dark blue circle.

Printing QR Codes

The screenshot displays the Waterford.org user interface. At the top, a navigation bar includes icons for Home, Dashboards, Reports, Students, Courses & Goals, Resources & Activities, Messages & Notifications, and Profile. Below this, a grid of student profiles is shown, each with a QR code and the Waterford.org logo. The students listed are Harry Honeydew, Eddie Eggplant, Gail Grape, and Frances Fennel. A modal window titled 'Badges' is open, showing a 'Mentor Code' button circled in orange with the text 'Please select one class and at least one student to enable the button below:'. The modal also displays 'Selected Students: 4' and buttons for 'Create Login Badge(s)' and 'Revoke Login Badge(s)'. A PDF icon and the text 'login-codes (1).pdf' are visible at the bottom left of the modal area.



Waterford | READING ACADEMY George Harrison (teacher)

Dashboards

View: Classes Students

Curriculum: Early Reading Early Math & Science SmartStart

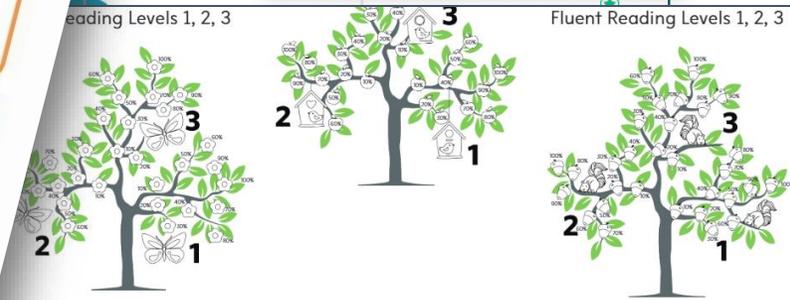
Filters: Classes Grade Level Primary Language Goal Status

Anderson, Angie

| | | |
|---------------------------|--|--|
| Today 23 of 20 minutes | This Week 88 of 80 minutes 4 of 4 days | Overall 64% Progress Completed On Track* |
| 3 Objectives Completed | 15 Objectives Completed | 95% Objectives Mastered |

Brown, Brittany

| | | |
|--------------------------|--|--|
| Today — of 15 minutes | This Week 26 of 75 minutes 3 of 5 days | Objectives Completed Recently |
| 0 Objectives Completed | 0 Objectives Completed | <ul style="list-style-type: none"> Pip, the Big Pig: Readable Book 86% / 80% Of, Unscramble Power Word 42% / 80% Automaticity Set 10: -ip, -ig, -in 81% / 80% |



Best Practices

- Headphones
- Location, location, location.
Fewer distractions the better
- Timing
Same time everyday for routine
Sufficient block of time for full session
- Keep area clean
No food/liquid around devices



Start with the End in Mind

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Monitoring Progress



Dashboards

Quick view of usage, progress and current status

Dashboards

Home

Dashboards
Quick view of usage, progress and current status

Reports
View detailed usage of your students

Students
View and manage students

Courses & Goals
Assign courses, assessments, and set goals

Resources & Activities
View activities, playlists and books

Messages & Notifications
Send and receive messages, view notifications

Profile
Personal settings

Help & Support
[Help](#)



Summary

Progress Graph

Completion & Scores

*The Overall Goal Status is calculated every two weeks. Last Updated: 10/18/2020 @12:01am
Usage is updated hourly. Last Updated: 2:04pm

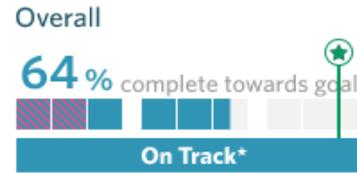
Anderson, Angie



3 Objectives Completed



15 Objectives Completed



95% Objectives Mastered

Brown, Brittany



0 Objectives Completed



0 Objectives Completed



42% Objectives Mastered

Cook, Camille



4 Objectives Completed

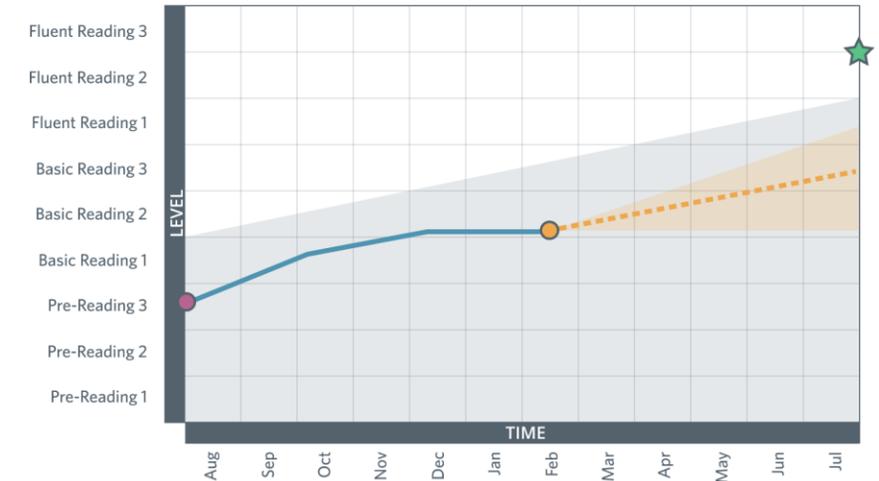


18 Objectives Completed



87% Objectives Mastered

Brown, Brittany



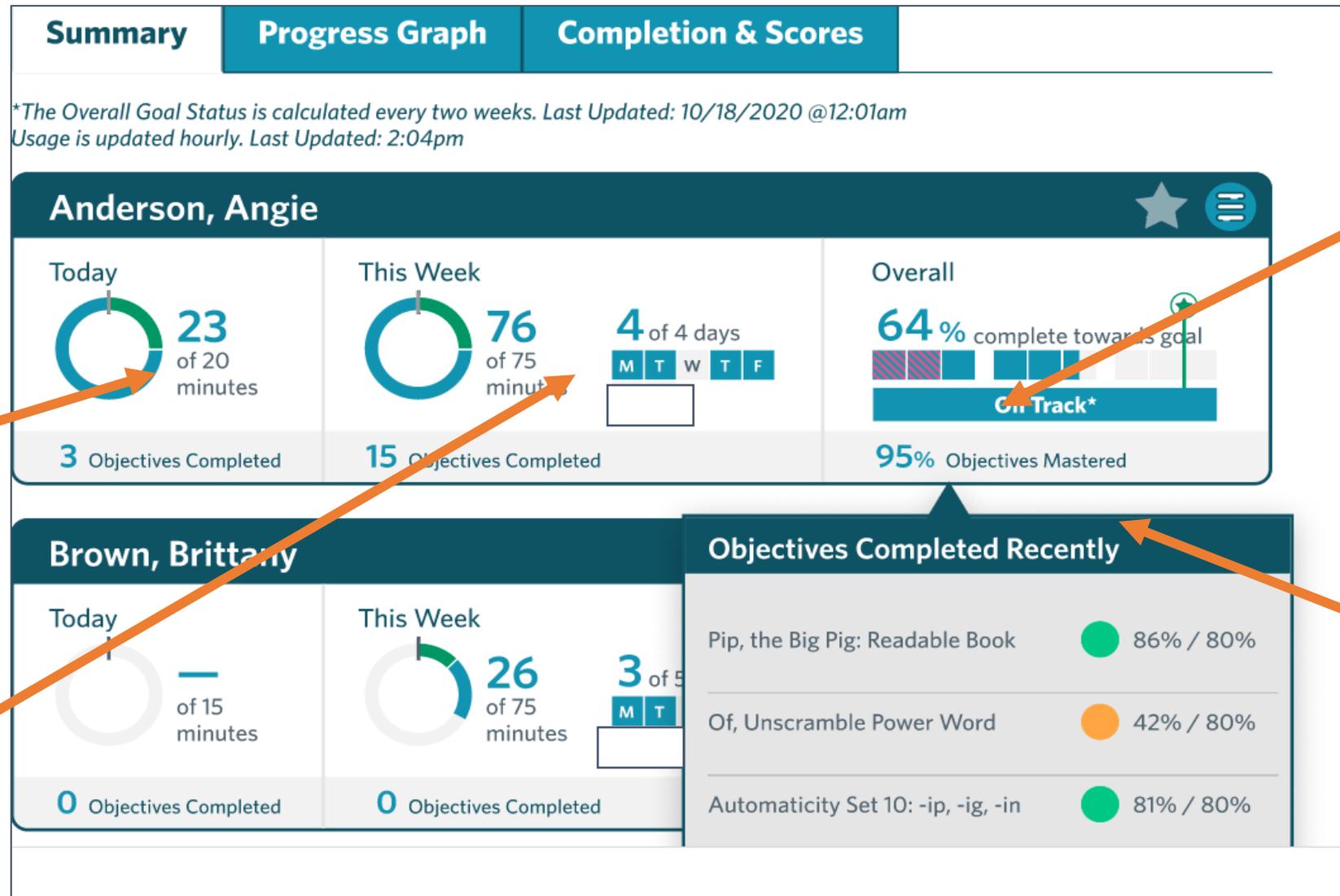
Brown, Brittany

| | Pre-Reading | Basic Reading | Fluent Reading | Average Score | Objectives Encountered | Objectives Mastered |
|----------------------------|-------------|---------------|----------------|---------------|------------------------|---------------------|
| Phonics | | | | 73% | 124 | 87 |
| Phonological Awareness | | | | 68% | 35 | 21 |
| Comprehension & Vocabulary | | | | 57% | 16 | 7 |
| Language Concepts | | | | 58% | 17 | 8 |
| Fluency | | | | * | 27 | 13 |
| Overall | | | | 64% | 219 | 136 |



Level Goal

Educator Dashboards



How many **minutes** a student used Waterford **today**.

How many **days/minutes** a student used Waterford that **week**.

Overall **status** toward goals.

Progress completed toward goal and current levels in the program. Click on Objectives Mastered to view objectives completed.

Educators Dashboards

Summary

Progress Graph

Completion & Scores

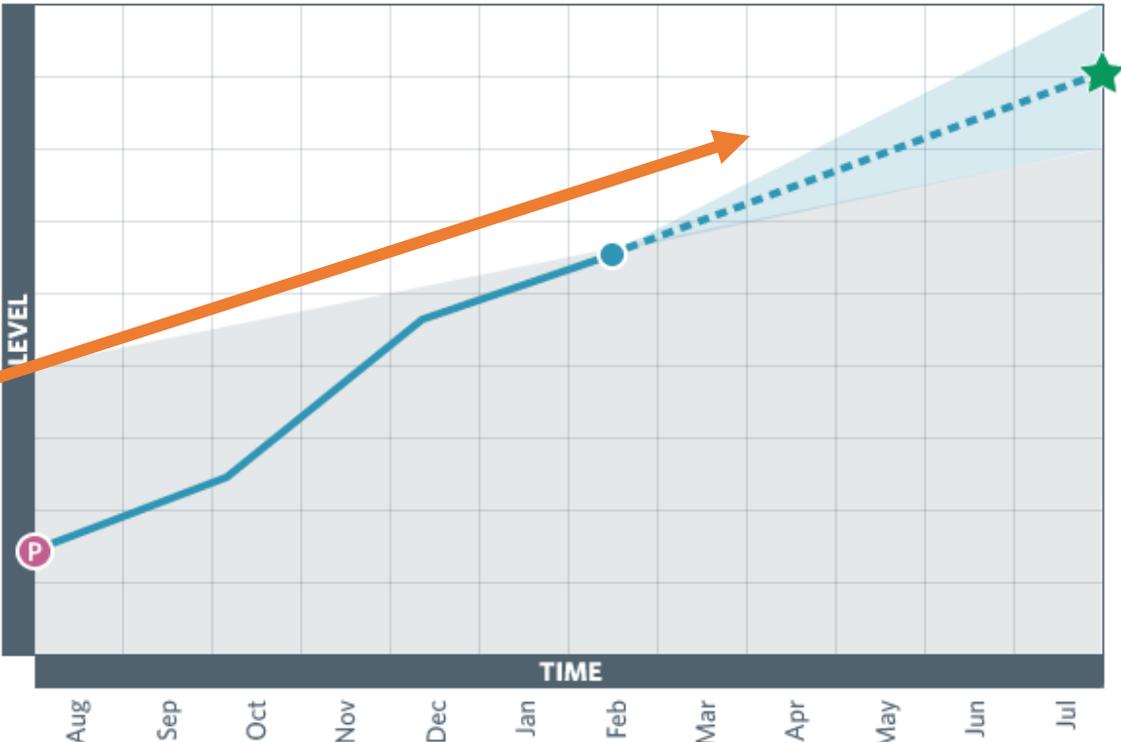
*The Overall Goal Status is calculated every two weeks. Last Updated: 10/18/2020 @12:01am

To put a student back on track towards their goal, you can adjust their usage minutes or their End-of-Year Target Level. To do so, go to the **Courses & Goals** tab.

Anderson, Angie



Fluent Reading 3
 Fluent Reading 2
 Fluent Reading 1
 Basic Reading 3
 Basic Reading 2
 Basic Reading 1
 Pre-Reading 3
 Pre-Reading 2
 Pre-Reading 1



Key

- Actual Completion
- - - Projected Completion
- Expected Level
- ★ Level Goal
- Needs Teacher Action
- Action Taken
- On Track
- Surpassing Goal
- P Placement

Educator Dashboards

Summary

Progress Graph

Completion & Scores

*The Overall Goal Status is calculated every two weeks. Last Updated: 10/18/2020 @12:01am

To put a student back on track towards their goal, you can adjust their usage minutes or their End-of-Year Target Level. To do so, go to the Courses & Goals tab.

Brown, Brittany

Fluent Reading 3

Fluent Reading 2

Fluent Reading 1

Basic Reading 3

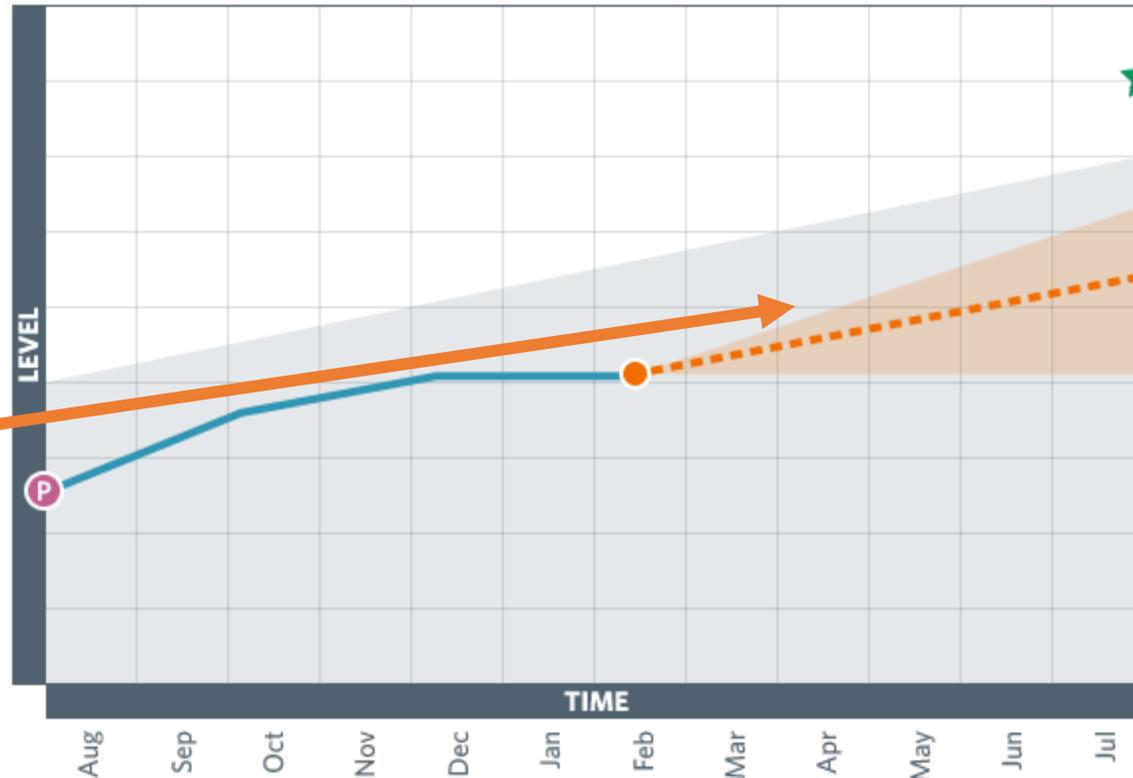
Basic Reading 2

Basic Reading 1

Pre-Reading 3

Pre-Reading 2

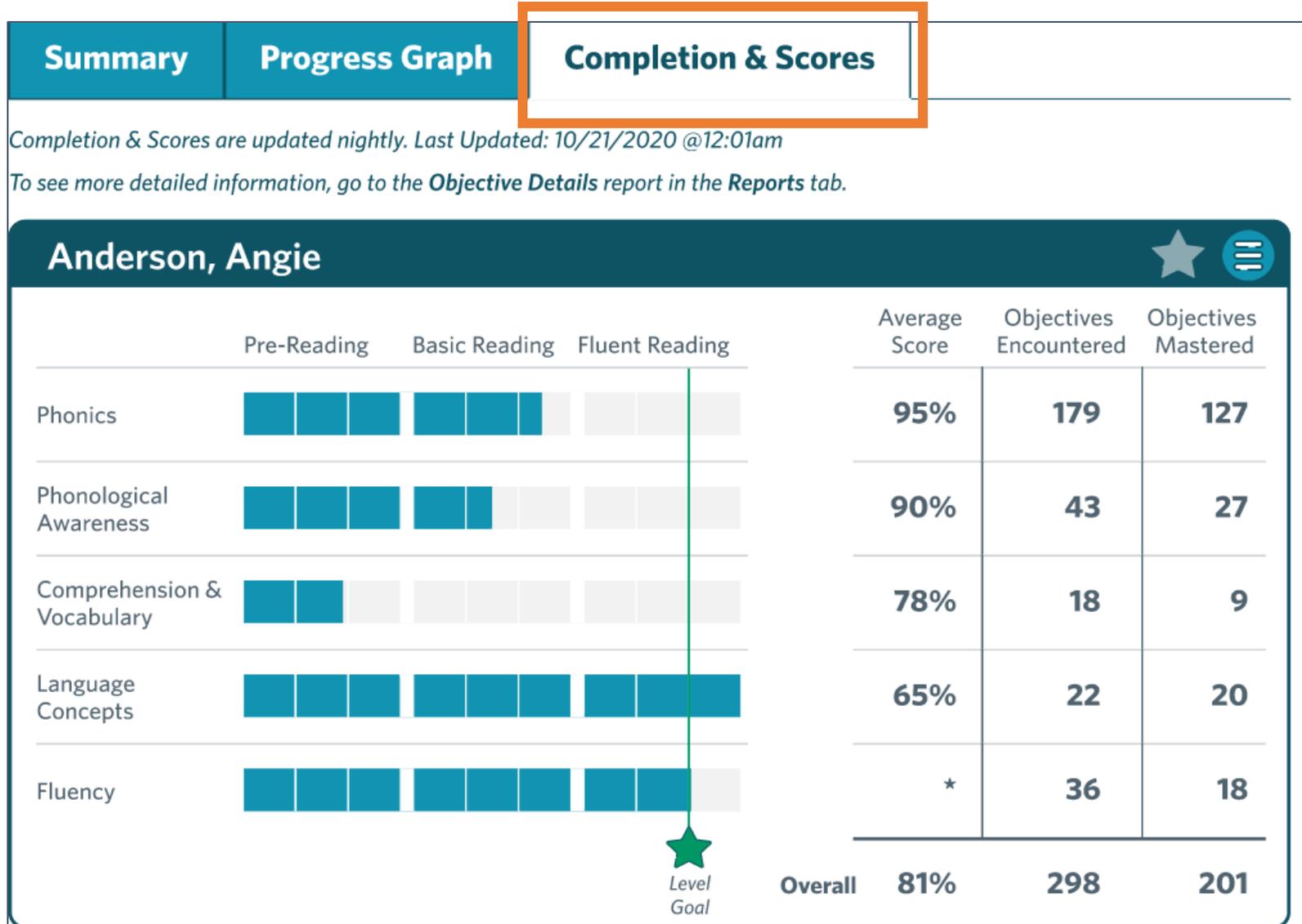
Pre-Reading 1



Key

- Actual Completion
- Projected Completion
- Expected Level
- Level Goal
- Needs Teacher Action
- Action Taken
- On Track
- Surpassing Goal
- Placement

Educator Dashboards



Dashboards: Class View

Sort by a variety of options

The screenshot displays a dashboard for a class view. At the top, there is a search bar and a 'Sort by' dropdown menu currently set to 'Last Name'. A sorting menu is open, showing options: Family Name, Given Name, Current Day Session Minutes, Current Week Session Minutes, Current Week Days Active, Level Progress, Goal Status, and Level Objectives Mastered Count. Below the sorting menu, two student profiles are shown: Anderson, Angie and Cook, Camille. Each profile has a 'Today' and 'This Week' progress section with circular gauges and a 'Overall' goal status section with a bar chart. Anderson, Angie is 'On Track*' and Cook, Camille is 'Surpassing Goal*'. Arrows from external text point to the sorting controls and the variety of options in the menu.

| Student | Today (Minutes) | This Week (Minutes) | Days Active | Overall Goal Status | Objectives Mastered |
|-----------------|-----------------|---------------------|-------------|---------------------|---------------------|
| Anderson, Angie | 23 of 20 | 76 of 75 | 4 of 4 days | On Track* | 95% |
| Cook, Camille | 16 of 15 | 105 of 80 | 7 of 5 days | Surpassing Goal* | 87% |

Tap arrows to sort

Generating Reports



Reports

View detailed usage of your students

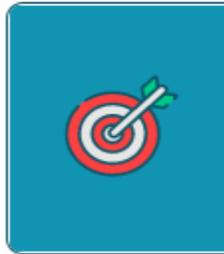
Generating Reports

The image shows a dashboard interface with a vertical sidebar on the left and a main grid of seven menu items. The sidebar contains icons for Home, Dashboards, Reports, Students, Courses & Goals, Resources & Activities, Messages & Notifications (with a '2' notification badge), and Profile. The main grid contains the following items:

- Dashboards**: Quick view of usage, progress and current status
- Reports**: View detailed usage of your students (highlighted with an orange border)
- Students**: View and manage students
- Courses & Goals**: Assign courses, assessments, and set goals
- Resources & Activities**: View activities, playlists and books
- Messages & Notifications**: Send and receive messages, view notifications (with a '2' notification badge)
- Profile**: Personal settings

At the bottom left, there is a **Help & Support** section with a [Help](#) link. At the bottom right, there is a circular icon containing a document and a pencil.

Report Types



Usage
Completion
Check Placement
Progress
Weekly Progress
Weekly Scores
Area of Difficulty
Objective Details



Using Filter Criteria for Specific Reporting

The screenshot displays the Waterford Reading Academy dashboard. At the top left, the logo and name "Waterford | READING ACADEMY" are visible. The top right shows the user name "Jenny Saxon", the organization code "Org Code: WST", a notification bell icon, and a "Logout" button. A navigation bar below the header contains icons for Home, Dashboards, Reports, Students, Courses & Goals, Resources & Activities, and Meetings. A left sidebar menu includes "View" (Schools, Classes, Students), "Curriculum" (Early Reading, Early Math & Science, SmartStart, Assessments), and "Filters" (highlighted with an orange box). The "Filters" dropdown menu is open, showing sections for "Grade Level" (Preschool, Kindergarten, First grade, Second grade), "Schools" (Jenny Saxon's School), "Classes" (Jenny Saxon's WEL Class), and "Dates" (Current Week, Last Week, Next Week). The main content area is titled "Reports" and features a "Report Selector" dropdown. Below this, it instructs the user to "Select filters to apply and then choose a report below." Two report categories are shown: "Completion" (with a green checkmark icon) and "Check Placement" (with a location pin icon). The "Completion" report description includes: "Monthly count of students location by curriculum segments.", "Allows 'drill down' to see which students are with which segments.", and "Can quickly show progress/growth." The "Check Placement" report description includes: "Overview of the class performance on the assessments for Early Reading and Early Math & Science." The bottom right corner of the dashboard features the Waterford.org logo.

Waterford | READING ACADEMY

Jenny Saxon

Org Code: WST

Logout

Home Dashboards Reports Students Courses & Goals Resources & Activities Meetings

View

- Schools
- Classes
- Students

Curriculum

- Early Reading
- Early Math & Science
- SmartStart
- Assessments

Filters

Grade Level

- Preschool
- Kindergarten
- First grade
- Second grade

Schools

- Jenny Saxon's School

Classes

Search...

- Jenny Saxon's WEL Class

Dates

- Current Week
- Last Week
- Next Week

Reports

Report Selector

Select filters to apply and then choose a report below.

Class Reports

Completion

- Monthly count of students location by curriculum segments.
- Allows "drill down" to see which students are with which segments.
- Can quickly show progress/growth.

Check Placement

- Overview of the class performance on the assessments for Early Reading and Early Math & Science.

Waterford.org

How can you learn which **objectives** your class has **not mastered** and provide **additional support**?



Class and Student Area of Difficulty Report



Area Of Difficulty

- Detailed list of all objectives student has scored below mastery.
- Available for the past 45 days.
- Helpful when creating IEPs.

Open

Requires the following filters:

- Classes
- Students



Reading



Math & Science

SmartStart



Waterford
Early
Learning

Class Area of Difficulty Report

BROWNELL_1_9264: Class Areas Of Difficulty Report

Date Range: 25 Sep 2020 - 09 Nov 2020

School: SKELLY ELEMENTARY

Waterford Early Reading Program

Showing difficulty in the following instructional strands:

Phonics

Phonological Awareness

Comprehension and Vocabulary

Language Concepts

Phonics - Decoding

| Skill Name | Learning Objective | Lesson Name | Student | Score |
|-----------------------|--|-------------------------------------|---------------|-------|
| Automatic Recognition | WordIdentify Power Words (sight words) and Pattern Words with speed and accuracy: play, were, sure, could, spade, snake, game, rake. | Automaticity Set 26: -ade -ake -ame | Student names | 43% |
| Blending Words | DecodableDemonstrate ability to blend letter sounds to read words using the word pattern: -am. | -am: Word Pattern Post-Assessment | | 40% |
| | Demonstrate ability to blend letter sounds to read words using the word pattern: -an. | -an: Word Pattern Post-Assessment | | 80% |
| | Demonstrate ability to blend letter sounds to read words using the word pattern: -at. | -at: Word Pattern Post-Assessment | | 40% |
| | Demonstrate initial ability to blend letter sounds to read words using the word pattern: -am. | -am: Word Pattern | | 40% |
| | Demonstrate initial ability to blend letter sounds to read words using the word pattern: -at. | -at: Word Pattern | | 40% |
| Word Strategies | ReadingUse Key Words to read other words with the same pattern (-ade, -ake, -ame). | Key Word Match: -ade -ake -ame | 75% | |

Instructional strands with scores below expectations in the past 45 days.

Skill name, Lesson name, Objective, and Score associated.

Groups of students struggling with the same skill.

Student Area of Difficulty Report

Phonics - Letters and Letter Sounds

| Skill Name | Learning Objective | Lesson Name | Last Attempt | Last Score | Required Score |
|-----------------------------|---|-----------------------|--------------|------------|----------------|
| Letter Sound Identification | Identify letters Aa-Ee, match capital letters to corresponding lowercase letters, and arrange letters alphabetically. | Aa-Ee Post-Assessment | 01 Oct 2020 | 80% | 90% |
| | Identify letters Ff-jj, match capital letters to corresponding lowercase letters, and arrange letters alphabetically. | Ff-jj Post-Assessment | 28 Oct 2020 | 80% | 90% |
| | Identify letters Kk-Oo, match capital letters to corresponding lowercase letters, and arrange letters alphabetically. | Kk-Oo Post-Assessment | 28 Oct 2020 | 70% | 90% |

Required score displays criteria for **passing**.

Phonological Awareness - Syllables

| Skill Name | Learning Objective | Lesson Name | Last Attempt | Last Score | Required Score |
|---------------|---|--------------------------|--------------|------------|----------------|
| Syllabication | Demonstrate ability to identify the number of syllables in words. | Syllable Post-Assessment | 29 Sep 2020 | 60% | 80% |

Class Area of Difficulty Report

Pre-K Class Areas Of Difficulty Report

Date Range: 29 Aug 2020 - 13 Oct 2020

School: Waterford

Waterford SmartStart

Showing difficulty in the following instructional strands:

Literacy and Language Mathematics Science and Engineering

Literacy and Language - Alphabet Knowledge

| Skill Name | Learning Objective | Lesson Name | Student | Score |
|-----------------|---|-------------------------|---------------|-------|
| Capital Letters | Recognize, write, and identify capital A in text. | A Recognition (capital) | Student Name | 70% |
| | | | Student Names | 60% |
| | Recognize, write, and identify capital C in text. | C Recognition (capital) | Student Names | 66% |
| | | | Student Names | 5% |
| | Recognize, write, and identify capital D in text. | D Recognition (capital) | Student Names | 6% |
| | | | Student Names | 7% |
| | Recognize, write, and identify capital E in text. | E Recognition (capital) | Student Name | 7% |
| | | | Student Names | 7% |
| | Recognize, write, and identify capital F in text. | F Recognition (capital) | Student Names | 7% |
| | | | Student Names | 5% |
| | | | 50% | 75% |
| | | | 75% | 75% |
| | | | 75% | 75% |
| | | | 50% | 75% |
| | | | Student Names | 50% |
| | | | Student Names | 75% |

Showing difficulty in the following instructional strands:

Literacy and Language Mathematics Science and Engineering

Mathematics - Numbers and Counting

| Skill Name | Learning Objective | Lesson Name | Student | Score |
|------------|--|--------------------------|---------------|-------|
| | Distinguish between letters and numbers. Identify, read, write, and understand the number 2. | Explain Numbers Number 2 | Student Name | 50% |
| | | | Student Names | 20% |
| | Identify, read, write, and understand the number 3. | Number 3 | Student Names | 40% |
| | | | Student Name | 60% |
| | Identify, read, write, and understand the number 4. | Number 4 | Student Name | 60% |

Mathematics - Operations & Algebraic Thinking

| Skill Name | Learning Objective | Lesson Name | Student | Score |
|-------------------------|---|-------------|---------------|-------|
| Patterns Classification | andSelect an object that is the same as a given example; select an object that is different from a given example. | Match | Student Name | 60% |
| | | | Student Names | 20% |
| | Sort objects by color, size, and shape. | Sort | Student Names | 57% |

Use Report Data to Drive Instruction via Playlists



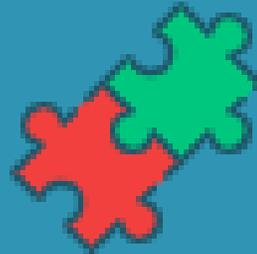
- Access to Waterford's **8,000+ digital learning activities**, including direct instruction, practice, assessments, books, & songs.
- Designed for online learning for **whole-class or small-group instruction**.
- **~1,900 pre-built playlists.**

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- ✓ Where to go for Help



Resources & Activities



Resources & Activities

[View individual activities & playlists](#)

Resources & Activities Tile



View

- All Activities
- All Playlists
- My Playlists

Filters

- Language ▾
- Resource Type ▾
- Subject & Strand ▾
- Grade Level ▾
- Skill Level ▾
- Curriculets ▾
- Collections ▾

Resources & Activities

Search...



Picture Story: Jack and Jill

Early Reading

Practice matching vocabulary words from the Sing a Rhyme with their definitions: hill, pail, water, fell, tumbling.



Digital Activity

Comprehension & Voca...



Picture Story: Jack and Jill

SmartStart

Match vocabulary words from the Read with Me Book "Jack and Jill" with their definitions: hill, pail, water, fell, tumbling.



Digital Activity

Literacy & Language

Waterford Playlists

The interface features a dark blue navigation bar at the top with icons for Home, Dashboards, Reports, Students, Courses & Goals, Resources & Activities, Messages & Notifications (with a red notification badge), and Profile. Below this is a sidebar with a 'View' section containing radio buttons for 'All Activities', 'All Playlists' (selected), and 'My Playlists'. The 'Filters' section includes dropdown menus for Language, Resource Type, Subject & Strand, and Grade Level. The main content area is titled 'Resources & Activities' and contains a search bar. Three playlist cards are displayed, each with a 'View' button and a 'Playlist' icon. The first card is titled 'Test' and contains 3 activities. The second card is titled 'an Word Patterns' and contains 2 activities. The third card is titled 'Polly, Put the Kettle On: Vocabulary (rcv0207)' and contains 5 activities, with a brief description and a 'View More' link.

View

- All Activities
- All Playlists
- My Playlists

Filters

- Language ▾
- Resource Type ▾
- Subject & Strand ▾
- Grade Level ▾

Resources & Activities

Search...



Test
Contains: [3 Activities](#)

[View](#) 

 Playlist



an Word Patterns
Contains: [2 Activities](#)

[View](#) 

 Playlist



Polly, Put the Kettle On: Vocabulary (rcv0207)
Contains: [5 Activities](#)

Students are introduced to vocabulary words from the Sing a Rhyme Book: Polly, Put the Kettle On (kettle, tea, off, away). Rhyming and concepts of print are reinforced. After reading,

[View More](#) ▾

[View](#) 

 Playlist

Finding a Playlist when Using an Area of Difficulty Report

1. Open the Class or Student Area of Difficulty Report and identify the **learning objective** and **lesson name**.

| Skill Name | Learning Objective | Lesson Name |
|-----------------------|--|-------------------------------------|
| Automatic Recognition | WordIdentify Power Words (sight words) and Pattern Words with speed and accuracy: play, were, sure, could, spade, snake, game, rake. | Automaticity Set 26: -ade -ake -ame |
| Blending Words | DecodableDemonstrate ability to blend letter sounds to read words using the word pattern: -am. | -am: Word Pattern Post-Assessment |
| | Demonstrate ability to blend letter sounds to read words using the word | -an: Word Pattern Post-Assessment |

3. Type the **Lesson Name** in the **Search** box.

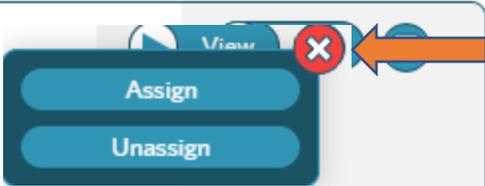
Resources & Activities

2. Open your **Resources & Activities** and select **All Playlists**.



All Playlists

an Word Patterns
Contains: [2 Activities](#)



-at: Word Pattern (r2p1084)
Contains: [5 Activities](#)

Students practice blending and spelling words with the pattern -at. They identify words that can be made with this pattern by changing the initial sound. Students then demonstrate their

[View More](#) ▾



-in: Word Pattern (r1p0875, r1p0895)
Contains: [3 Activities](#)

Students practice blending letter sounds to read words using the word pattern: -in. Next, they read -in words in the Decodable Book: Tim. After reading, students demonstrate

[View More](#) ▾

-an: Word Pattern (r1p0740, r1p0758)
Contains: [3 Activities](#)

Students practice blending letter sounds to read words using the word pattern: -an. Next, they read -an words in the Decodable Book: Nan and the Ham. After reading, students

[View More](#) ▾

View Activities in Playlist

Playlist selected: **-at: Word Pattern (r2p1084)**

| | | |
|--|---|----------------------|
|  | Spell and Blend: Lesson 03 Practice pattern words: Tad, cat, sat, mat. | View |
| Digital Activity | | |
| Phonics | | |
|  | Word Blending: Lesson 03 (Elasticar) Blend letter sounds to form the word pattern and new words. | View |
| Digital Activity | | |
| Phonics | | |
|  | Say and Trace: Lesson 03 Blend letter sounds to form the word pattern and new words. | View |
| Digital Activity | | |
| Phonics | | |
|  | Word Pattern Spelling: Lesson 03 (Hop, Skip, Spell) Blend letter sounds to form the word pattern and new words. | View |
| Digital Activity | | |
| Phonics | | |
|  | Key Word Screening: Lesson 03 (Word Encounters) Blend letter sounds to form the word pattern and new words. | View |
| Digital Activity | | |
| Phonics | | |

Resources for Classroom

View

- All Activities
- All Playlists
- My Playlists

Filters

- Language
- Resource Type
- Subject & Strand
- Grade Level
- Skill Level
- Curriculets
- Collections

Filters

Language

- English
- Spanish

Resource Type

- Books
- Books (PreK-2)
- Books (Upper Elementary)
- Class Activities
- Family Resources
- Practice Materials
- Reference Materials
- Teacher Resources
- Videos
- WEL Activity

Subject & Strand

- Literacy
 - View by strand...**
 - Communication
 - Comprehension & Vocabulary
 - Fluency
 - Language Concepts
 - Literacy & Language
 - Phonics
 - Phonological Awareness
- Math
 - View by strand...**
 - Daily Activities
 - Geometry
 - Mathematics
 - Measurement & Data
 - Number & Cardinality
 - Operations & Algebraic Thinking
- Mindset
- View by strand...**
- Other
- View by strand...**
- Science
- View by strand...**

Grade Level

- Prekindergarten
- Kindergarten
- First grade
- Second grade
- Third grade
- Fourth grade
- Fifth grade
- Sixth grade
- Seventh grade
- Eighth grade
- Ninth grade
- Tenth grade
- Eleventh grade
- Twelfth grade

Skill Level

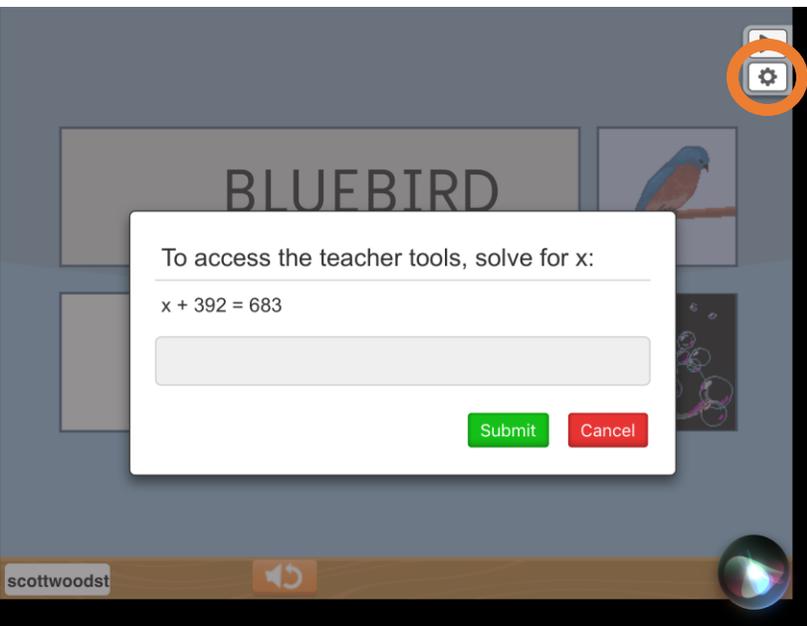
- Any
- Pre
- Basic
- Fluent
- Independent

Collections

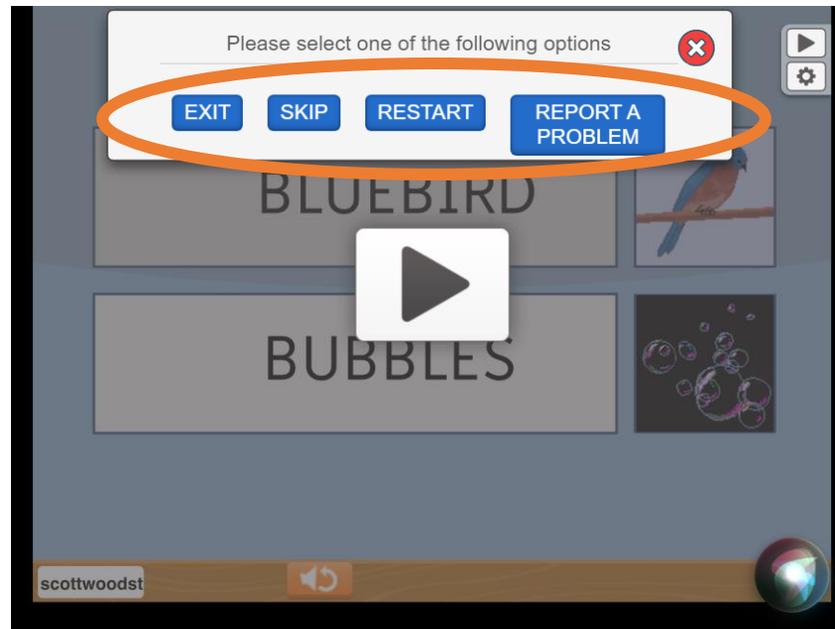
- Alphabet Books (Read with Me)
- Camp Consonant (PreK-K)
- Chapter Books
- Coloring Pages
- Family Engagement
- Family Home Experiments
- Foldable Books
- Graphic Organizers
- Informational Books
- Instructional Strand Fact Sheets (PreK-2)
- Instructional Strand Videos (PreK-2)
- Learning Together Activity Sets (Math & Science)
- Learning Together Activity Sets (Reading)
- Learning Together Calendars (1-2)

What if my student gets stuck?

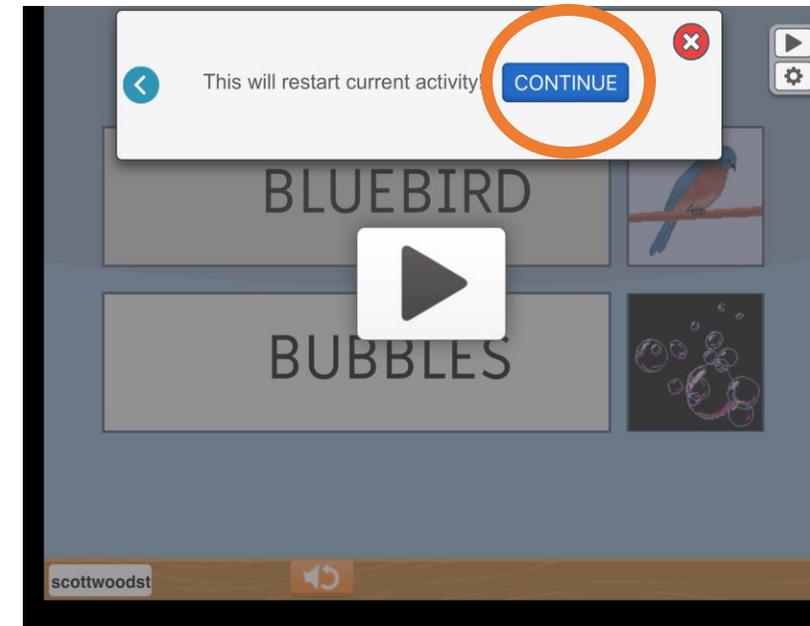
1. Click on Settings



2. Choose...



3. Tap Continue



Instruction | Teacher Resources

Reading with Understanding

TEACHER
RESOURCES

FLUENT READING



LITERACY

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Informational Text Exploration

Use the activity sheets listed below to provide students with support in working through complex text and demonstrating their comprehension of informational texts in the grades 2–3 text complexity band.

ACTIVITY SHEETS

- Find the Main Idea
- My Comprehension Checklist
- New Book Titles
- Letter to the Author
- Text Review

For each activity sheet:

1. Model how to use the activity sheet with a text passage.
2. Have the students use the sheets with partners or independently.
3. Provide support as needed. Read the section below for an example of how to do this.

Example with My Comprehension Checklist

1. Provide students with a copy of the **My Comprehension Checklist**.
2. Read through the items on the checklist together.
3. Discuss how each item can help students monitor and support comprehension of a text.
4. Read the beginning of an informational text aloud, modeling how to think about the items on the checklist as you read.
5. With partners, have students continue reading the text, thinking aloud about the items on the checklist to help in understanding the text.
6. As a class, discuss student's experiences with using the **My Comprehension Checklist**. Encourage students to use the checklist whenever they read a challenging text.

Black History Month

Curriculum Corner

Observing Black History Month is a great opportunity for students to recognize Black Americans' contributions and achievements while also learning about their struggle for freedom and equality. These resources can help you create meaningful class discussions and activities.

I Want to Be a Scientist Like George Washington Carver

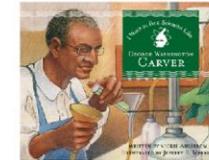
Basic Reading (1st Grade)

After reading the [book](#), have students create an event timeline by drawing four important moments from George Washington Carver's life. Then lead a discussion with students, prompting them to share moments from their timelines.

MORE TO EXPLORE EXPERIMENTS

Try these experiments to help students investigate plants, just like George Washington Carver did. By using the scientific method (in the classroom, in a virtual learning environment, or at home), students can explore how water and light affect plants.

- [Water for Plants](#)
- [Light for Plants](#)



Reaching Above: The Bessie Coleman Story

Fluent Reading (2nd Grade)

After reading [Reaching Above: The Bessie Coleman Story](#), have students research Bessie Coleman and another historical figure from the same time period (for example, Amelia Earhart). Ask students to record the similarities and differences they notice about the two people on a Venn diagram. Lead a class discussion. What did your students notice?



Satch and Me by Dan Gutman

3rd Grade

In this [curriculet](#), students learn about segregation-era issues by learning about the life of legendary baseball player Satchel Paige. They also explore plot, characterization, and language use while building reading comprehension.

The complementary [class activities](#) for *Satch and Me* include prompts for group discussion, research on Jim Crow Laws, writing and presentation ideas, and more.

One Crazy Summer by Rita Williams-Garcia

5th Grade

In the [One Crazy Summer curriculet](#), students explore Civil Rights, injustice, black pride, racial prejudice, and the Black Panthers. As they do this, they also learn about summary writing, similes, and metaphors.

The [class activities](#) for *One Crazy Summer* contain research and writing prompts for your class to more fully engage with themes from the book.



Instruction | Digital Activity Playlists

Filters

▶ Language

▼ Subject & Strand

- Literacy
 - ▼ View by strand...
 - Communication
 - Comprehension & Vocabulary
 - Fluency
 - Language Concepts
 - Phonics
 - Phonological Awareness
- Math
 - ▶ View by strand...

Resources & Activities

Home Dashboards Reports Students Courses & Goals Resources & Activities Messages & Notifications Profile

View

- All Activities
- All Playlists
- My Activities
- My Playlists

Filters

- ▶ Language
- ▶ Subject & Strand
- ▶ Grade Level
- ▶ Skill Level
- ▶ Resource Type
- ▶ Collections
- ▶ Assigned to My Students

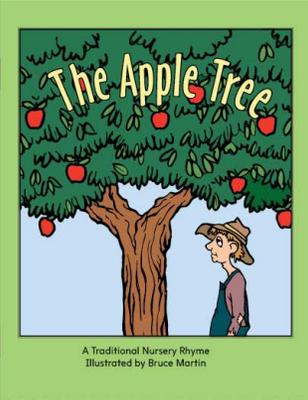
Search...

Below are all available playlists from Waterford. You can add any of these to your "My Playlists" section, which will make a copy that you can edit.

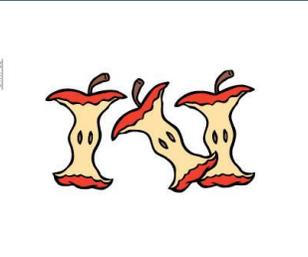
All Playlists

-  **Fractions Aren't Everything**
Contains: 3 Activities
This playlist teaches about fractions and other mathema... ▶ View More
-  **Nursery Rhyme Songs**
Contains: 24 Activities
These playlists can be used for whole class, small group, ... ▶ View More
-  **Books about Geometry**
Contains: 9 Activities
These playlists can be used for whole class, small group, ... ▶ View More
-  **Conjunctions Bring Us Together**
Contains: 16 Activities
These playlists can be used for whole class, small group, ... ▶ View More
-  **Science is Fun**
Contains: 19 Activities
These playlists can be used for whole class, small group, ... ▶ View More

Instruction | Printable Resources

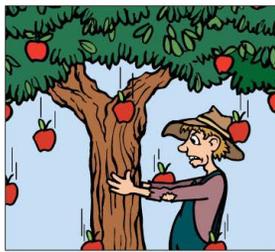


A Traditional Nursery Rhyme
Illustrated by Bruce Martin





I shook the tree as
hard as I could.



Down came the apples,



Two little apples
smiled down at me.

Name _____

Read, , Look, Write

Read the whole poem through once.

Read the poem again, but STOP when you get to the end of each stanza.

Look for the following features to help you take a close-up look at the text:

- Pick out words or phrases the author used to set the mood or create an image in the reader's mind.
- Find repeated phrases or words.
- Note the words that helped you understand the main idea of the stanza.

Write or draw what the stanza is saying. (Reread the stanza if needed).

Stanza 1

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Stanza 2

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Instruction | Class Activities

Thunder Boy Jr.

3RD GRADE



LITERACY



MINDSET

Essential questions encourage fresh thinking, inquiry, and engagement, as well as long-term recall of important features of a story. These activities are organized by essential questions, which you will see in **red**.

What does it mean to be your own person?

Thunder Boy Jr. does not like his name because he shares it with his dad. He also feels that his nickname, "Little Thunder," doesn't fit him. He longs for a name that better allows him to be himself.

1. CREATE AN AUDIO RECORDING (30 MINUTES)

In the middle portion of *Thunder Boy Jr.*, the narrator recounts numerous experiences that make him unique. Have students make an audio recording in which they read this section aloud. Instruct them to use the guidelines for reading fluently located at the link below.

IMAGE: Minds in Bloom—The Fluency Four <https://bit.ly/3hgxaea>

2. WRITE AN OPINION PIECE (40 MINUTES)

In *Thunder Boy Jr.*, the narrator doesn't feel like his name fits his true self. Ask students to think about their own name. Have each student write a paragraph in which they discuss their feelings about their name and explain whether the name "fits" them. Then ask students to write a second paragraph in which they choose an alternate name that they think best fits their identities. Have them explain why they chose this name.

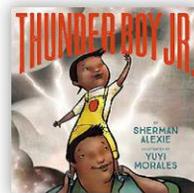
3. CONDUCT PERSONAL RESEARCH (60 minutes for class instruction plus additional time outside of class)

Have students interview a parent, relative, guardian, or other adult. Instruct students to ask this adult what they were like as a child. Have students take notes as they conduct their interviews. Then, instruct each student to write a brief summary of what they learned from the interviewee and how the details make that person unique.

Pages 14–26 of the following PDF provide useful tools for teaching third graders the skill of interviewing.

PRINTABLE: News Reporting and Interviewing <https://bit.ly/3cRaPXq>

CLASS
ACTIVITIES



SPEAKING, WRITING, AND LISTENING
These activities give students opportunities to practice speaking, listening, and writing skills.

Mr. Popper's Penguins

4TH GRADE



LITERACY



MINDSET

Essential questions encourage fresh thinking, inquiry, and engagement, as well as long-term recall of important features of a story. These activities are organized by essential questions, which you will see in **red**.

How can your decisions now impact your future?

Mr. Popper is a house painter, but he has always dreamed of being an explorer. He makes decisions throughout the story that help lead him to his dream job.

1. DISCUSS CAREER CHOICES (20 MINUTES)

There are many careers mentioned throughout this story, including scientist, explorer, house painter, pharmacist, cameraman, reporter, barber, photographer, veterinarian, and policeman. Talk to your students about how people choose their career. Then, ask students to choose a career that interests them.

Give students the opportunity to discuss their career choices. First, allow students a few minutes to think about their response. Then, put students into pairs and have them discuss their responses together. Finally, discuss responses to the topic as a whole class.

2. RESEARCH A CAREER (2–3 class periods)

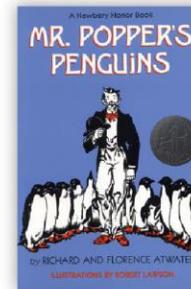
Give each student the opportunity to research the career they chose in Activity 1. Present students with the following questions:

- What is the salary for this career?
- What type of schooling do you need to enter this career?
- What other type of training or study is necessary?
- What are the parts of this career that seem interesting?
- What are the parts of this career that seem uninteresting?

Provide students with the organizer linked below to help them keep track of their research and sources.

PRINTABLE: Research Notes Graphic Organizer <https://bit.ly/34Rl1mm>

CLASS
ACTIVITIES



SPEAKING, WRITING, AND LISTENING
These activities give students opportunities to practice speaking, listening, and writing skills.

The Girl Who Could Not Dream

6TH GRADE



LITERACY



MINDSET

Essential questions encourage fresh thinking, inquiry, and engagement, as well as long-term recall of important features of a story. These activities are organized by essential questions, which you will see in **red**.

Why is it important to have friends to turn to during difficult times in life?

Sophie is happy being an introvert. She encounters a dilemma when her parents come up missing and finds it necessary to enlist the help of her pet, Monster, and a new friend who can help her find her parents. During this adventure, they work together to stay alive and get themselves out of some sticky situations.

1. WRITE AN OPINION ESSAY (One class period)

Instruct students to consider the question below:

Why is it important to have friends to turn to during difficult times in life?

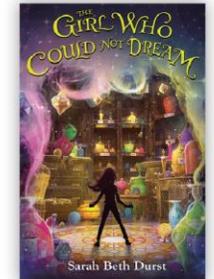
Once they have had time to consider their answer to this question, instruct them to share their thoughts in the form of an opinion essay. Be sure that they include a claim that states an opinion, three reasons to support this claim, and a conclusion to draw their argument to a close. Provide them with the outline linked below to help them structure their essay.

PRINTABLE: Persuasive Essay Template <https://bit.ly/2Yw9ybr>

2. PRESENT AN OPINION (1–2 class periods)

Tell students that they will be sharing the main points they included in their opinion essay (Activity 1). Each student will have 1–2 minutes to present their claim and the reasons to support their claim. Remind students to practice the pacing of their presentation to keep it within the required timeframe.

CLASS
ACTIVITIES



SPEAKING, WRITING, AND LISTENING
These activities give students opportunities to practice speaking, listening, and writing skills.

Sing-Along Books & Calendars

MARCH

PREK-KINDERGARTEN

Learning Together
Use these simple activities to have fun and learn each day!

| WEEK 1 | WEEK 2 | WEEK 3 | WEEK 4 | WEEK 5 |
|---|--|---|---|---|
| <p>Set a timer for 15 minutes to help your child keep track of their screen time. Then have them choose something else to do such as playing outside!</p> | <p>Write letters (A, B, ...) on pieces of paper. Put them on the floor and dance. Stop the music and have your child stand on the closest letter and say it's sound.</p> | <p>Collect some household items of different weights. Ask your child to pick up each item to feel its weight. Is it heavy? Is it light?</p> | <p>Throughout the day, look for each of the capital letters in alphabetical order. Begin by finding A, then B, then C, etc.</p> | <p>Help your child set a goal. For example, learning to tie their shoes. Make a plan with your child about how they can reach their goal.</p> |
| <p>Say a three- or four-word sentence. For example, "The cat naps." Ask your child to clap their hands as they say each word.</p> | <p>Practice using science tools you may have in your home, such as a ruler, scale, thermometer, or magnifying glass. Talk about how to use each tool.</p> | <p>Help your child become a fluent reader by reading aloud with your child. Read a book, a recipe, a sign on the wall, or anything!</p> | <p>Throughout the day, look for each of the lowercase letters in alphabetical order. Begin by finding a, then b, then c, etc.</p> | <p>Find places for your child's items. For example, put toys in labeled bins. Now your child knows where to find things and where to put them away.</p> |
| <p>Introduce the Power Words I, my, on, and a. Make flash cards for each word and have your child read the words as fast as they can.</p> | <p>Cut a toilet paper roll to make a watch wristband. Have your child decorate a circle for the face. Help your child write the numbers in the right places.</p> | <p>Take a walk through a store to find groups of 8. When your child counts a group of 8, ask them to trace "8" with their finger on the palm of their hand.</p> | <p>Find a short book. Read the first sentence aloud, and have your child repeat it back to you. Do this until you have read the whole book.</p> | <p>Look for ways for your child to show empathy. For example, if a friend is feeling sad, your child could talk to their friend or play with them.</p> |

Hey, Diddle, Diddle

A Traditional Nursery Rhyme
Illustrated by Tom Tolman

Jack and Jill

A Traditional Nursery Rhyme
Illustrated by Rodney Bills

FEBRUARY

1ST-2ND GRADE

Learning Together
Use these simple activities to have fun and learn each day!

| WEEK 1 | WEEK 2 | WEEK 3 | WEEK 4 | WEEK 5 |
|---|---|---|--|---|
| <p>Label a line 1 to 20 to practice counting by 2s. Have your child jump on each number, whispering even numbers and shouting odd numbers—whisper "1," shout "2," whisper "3," shout "4," ...—up to 20.</p> | <p>How many words can your child read per minute? Using a book from Mentor, set a timer for one minute and count how many words your child reads. Try this again on another day. Does their reading improve?</p> | <p>We can't see air, but we can feel it! We can feel a light breeze or a strong wind. Air can change the shape of some things, such as balloons. Air can be cold or hot. Talk about air with your child.</p> | <p>Prepositions are words that tell us where something is. Find something nearby. Ask your child questions about where it is. For example, "Where is the cat? Behind, on, or under the couch?"</p> | <p>Try a new way of communicating with your child. For example, instead of asking, "How was your day?" try something more creative such as "On a scale from 1 to 10, how would you rate your day? Why?"</p> |
| <p>Write the letters A-Z on sticky notes and put the notes on a wall. Give your child a flashlight and turn off the lights. Say a letter sound. Ask your child to find the matching letter with the flashlight.</p> | <p>Make flashcards to practice doubles subtraction facts: 2-1, 4-2, 6-3, 8-4, 10-5, 12-6, 14-7, 16-8, 18-9, 20-10. Turn them over one at a time and see how fast your child can say the answer.</p> | <p>On a tic-tac-toe board write: unhappy, untie, unkind, unfair, reuse, refill, redo, retell, and rehear. Say a clue like "to use again." Have your child find the word (reuse) and make an X. Keep giving clues.</p> | <p>Ask your child, "Why do animals need water?" Animals drink water, of course. They also use it to keep cool, to bathe, and to escape from predators.</p> | <p>One fun way to teach your child perspective is with a game of charades! Charades is a great way for your child to imagine how other players are viewing their actions.</p> |
| <p>Write different times of the day on cards (for example, 7:30 PM, 11:00 AM, 1:15 PM, 8:00 AM). Ask your child to order the cards from earliest to latest. Now talk about events that take place at those times.</p> | <p>Print two sets of the Power Words Cards to play Go Fish. Give each player 3-5 cards and put the rest facedown in a pile. Take turns asking if the next person has a matching card. If not, they go fish!</p> | <p>Open the 0-99 Chart found in Mentor. Ask your child to count from 90 to 99. Next, cover up a few numbers on that row and ask them which ones are hidden.</p> | <p>How many Power Words can your child identify? Go outside and call out a Power Word. Your child can write the Power Word using rocks! If it's too cold to go outside, use beans to make Power Words.</p> | <p>One part of honesty is not telling lies. Another part of honesty is saying what you truly think and feel. Explain this to your child and encourage them to be honest.</p> |
| <p>Write 9+7=16. Ask your child to write the three other number sentences that use the same numbers: 9, 7, and 16. (7+9=16, 16-7=9, 16-9=7). These make a fact family! Can you write other fact families?</p> | <p>On pieces of paper, write the words lunchbox, playground, snowball, and butterfly. Ask your child to cut each compound word into its two smaller words. Read each smaller word, and then read the compound word.</p> | <p>See how many cones and cylinders you can find. Look for the shapes around your home or around town. For example, you might find these shapes when you see an ice-cream cone or a soup can.</p> | <p>Ask your child to tell you what they know about fossils. How are they formed? Where can they be found? How do fossils help people learn about the past?</p> | <p>Yoga is a great way to exercise and to practice breathing and concentration. It can be done sitting, standing, or even lying down. Look up some yoga poses you and your child can try at home.</p> |

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CURRICULUM

Start with the end in mind

- ✓ Tips for creating classroom [routines](#)
 - ✓ Learn how to [generate badges](#)
 - ✓ Learn how to view [dashboards](#) to monitor usage
 - ✓ Learn how to [generate reports](#)
 - ✓ Incorporate data from reports to [drive instruction](#), playlists
- ✓ Where to go for Help



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HELP GUIDES > GETTING STARTED HUB

Getting Started Hub

Getting Started Hub for Students

Welcome to the Getting Started Hub for Waterford students! Here you'll find a collection of instructions for helping your students use and get the most out of the Waterford curriculum. Click on the t...

Getting Started Hub for Administrators

Welcome to the Getting Started Hub for Waterford administrators! Here you'll find a collection of instructions for what your school or district needs to set up and use the Waterford curriculum. Click...

Getting Started Hub for Teachers

Welcome to the Getting Started Hub for Waterford teachers! Here you'll find a collection of instructions for setting up your students to use the Waterford curriculum. Click on the titles below for he...

