

SKILLS TAUGHT

Waterford Early Learning SmartStart Curriculum

SmartStart combines independent online learning with in-class, hands-on activities for a comprehensive PreK experience. With online and in-class activities, SmartStart meets many national and state early learning standards. (See <http://help.waterford.org/resources/> for specific correlations.)

OVERVIEW	
CREATIVE EXPRESSION	<ul style="list-style-type: none">• Dance & Movement• Drama & Storytelling• Music• Visual Arts
HEALTH & PHYSICAL DEVELOPMENT	<ul style="list-style-type: none">• Health & Safety: Healthy Habits, Nutrition & Meals, Safety• Gross Motor Skills• Fine Motor Skills
LANGUAGE	<ul style="list-style-type: none">• Receptive Language• Expressive Language• Vocabulary
LITERACY	<ul style="list-style-type: none">• Alphabet Knowledge: Alphabet, Name• Digital Literacy• Emergent Writing• Phonological Awareness: Sound Awareness, Words & Compound Words, Rhyme, Syllables• Phonological Awareness/Phonemic Awareness: Alliteration & Blending• Print Knowledge• Reading Comprehension
MATH & NUMERACY	<ul style="list-style-type: none">• Numbers & Counting• Numeracy & Number Relationships• Operations & Algebraic Thinking: Logic & Mathematical Reasoning, Patterns & Classification• Measurement & Data• Geometry & Spatial Sense: Shapes, Position
SCIENCE & ENGINEERING	<ul style="list-style-type: none">• Earth Science (Including Weather)• Life Science: Animals, Humans, Living & Nonliving, Plants• Physical Science & Engineering• Scientific Inquiry: Curiosity, Observation, Investigation
SOCIAL & EMOTIONAL LEARNING	<ul style="list-style-type: none">• Self Concept & Independence• Emotional Functioning• Social Awareness• Social Skills
LEARNING MINDSET	<ul style="list-style-type: none">• Self Regulation (Rules, Routines, and Responsibility)• Executive Function (Attention, Flexibility, Inhibition, Memory, Persistence, and Problem-Solving)

CREATIVE EXPRESSION

DANCE & MOVEMENT

- Starts and stops on cue
- Moves to a beat
- Moves in opposing ways (fast, slow, etc.)
- Maintains personal space while moving
- Uses props to create movements to music
- Uses movement to explore new knowledge
- Identifies a given body part and moves it on request
- Uses dance or movement to explore or extend knowledge
- Imitates and mirrors movements
- Performs sequence of actions
- Participates in guided improvisation
- Makes observations about movement
- Moves in general space while maintaining personal space
- Moves from one space to another in a variety of ways
- Uses body to respond to music
- Demonstrates respectful audience skills during performances

DRAMA & STORYTELLING

- Acts out a familiar story
- Plays familiar real-life roles and situations
- Problem solves to sustain dramatic play
- Applies planning, persistence, and problem-solving to dramatic play
- Demonstrates respectful audience skills during storytelling
- Creates props and materials from nonrepresentational materials
- Dramatizes familiar story
- Engages in pretend/dramatic play
- Participates in stories and dramatic performances from a variety of cultures
- Makes observations about culturally diverse storytelling and dramatic performances
- Uses nonrepresentational materials to create props, costumes, etc.
- Alters voice to act out different characters
- Makes connections with a dramatic experience

MUSIC

- Explores and experiences a variety of music
- Explores a variety of musical forms, including rhythm instruments
- Experiences different music styles
- Plays instruments
- Starts and stops playing/singing on cue
- Identifies and explores contrasts in pitch (high and low)
- Identifies and explores contrast in tempo (speed)
- Participates in read-alouds about music
- Performs music with expression
- Explores contrast in volume
- Claps or taps out rhythmic patterns
- Imitates or improvises sounds, patterns, or songs
- Participates in classroom music explorations
- Expresses and explains musical preferences
- Identifies and explores contrasts in volume or dynamics
- Identifies musical elements
- Responds to instruction
- Makes/Creates musical instruments

VISUAL ARTS

- Demonstrates safe and appropriate use and care of art materials
- Creates art that explores space
- Manipulates modeling clay
- Develops vocabulary to discuss art forms
- Develops art vocabulary
- Explores art materials
- Explores elements of art: texture, color, and line
- Uses a variety of materials to create art
- Explores mixing colors
- Explores primary colors
- Acquires specialized art vocabulary
- Shows sensitivity to shades of meaning
- Creates art that explores texture
- Uses art to explore new or prior knowledge
- Describes own work
- Engages in self-directed creative making
- Discusses intentions
- Recognizes/Discusses reasons for saving and caring for art
- Views art and displays
- Makes thoughtful observations about diverse artwork

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HEALTH & PHYSICAL DEVELOPMENT

HEALTH & SAFETY

HEALTHY HABITS

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| <ul style="list-style-type: none"> • Washes hands with soap and warm water • Practices good personal hygiene • Explains basic sun safety • Understands the importance of exercise • Explains that germs make us sick • Explains that people need exercise and rest | <ul style="list-style-type: none"> • Understands the importance of avoiding germs to stay healthy, sneezes into shoulder, and uses tissues to blow nose • Demonstrates awareness of cleanliness, including washing and bathing • Independent dressing skills | <ul style="list-style-type: none"> • Puts on shoes and socks • Role-plays doctor visits and routine health screening • Understands the importance of dental care; brushes teeth independently and effectively • Dresses appropriately for the weather |
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NUTRITION & MEALS

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| <ul style="list-style-type: none"> • Practices good table manners • Participates in preparing healthy snacks • Explores a variety of foods from different food groups | <ul style="list-style-type: none"> • Identifies and discusses healthy foods • Explores food groups |
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SAFETY

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| <ul style="list-style-type: none"> • Understands warning signs and symbols • Uses safety goggles • Identifies and interacts with community helpers • Practices basic safety procedures • Knows how to call 911 for help • Role-plays and discusses potential dangers | <ul style="list-style-type: none"> • Practices and follows class emergency procedures • Practices identifying trustworthy adults • Practices saying “No!” and seeking help when appropriate • Understands that body parts covered by a bathing suit are private | <ul style="list-style-type: none"> • Displays a healthy respect for traffic and parking lots • Identifies and warns others of potential dangers • Demonstrates awareness of universal choking sign • Discusses water safety |
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GROSS MOTOR SKILLS

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| <ul style="list-style-type: none"> • Develops muscular strength and coordination • Develops balance • Moves and stops with control over speed and direction • Maintains balance while changing direction or position | <ul style="list-style-type: none"> • Hops, jumps, gallops (coordinated large-muscle locomotion) • Demonstrates good balance control • Demonstrates strength and coordination • Walks on balance beam, curb or log | <ul style="list-style-type: none"> • Catches, kicks, and bounces ball (coordinated temporal and spatial movements) • Reaches, twists, turns, and bends (axial movements) • Pedals, climbs, pumps on swing (coordinated large muscle) |
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FINE MOTOR SKILLS

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| <ul style="list-style-type: none"> • Holds scissors properly • Pours liquids accurately • Cuts along a straight line • Cuts out shapes • Coordinates hand-eye movement | <ul style="list-style-type: none"> • Sorts data by size • Practices pincer grip and scissor skills • Strengthens and controls hand muscles by manipulating objects |
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LANGUAGE

RECEPTIVE LANGUAGE

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| <ul style="list-style-type: none"> Follows whole-group instruction Shows comprehension Comprehends simple time intervals Turns and talks | <ul style="list-style-type: none"> Answers Yes or No questions Plays follow-the-leader Follows instructions that specify all and none/not any Comprehends sequential language | <ul style="list-style-type: none"> Answers who, what and why questions verbally Understands multi-phrase sentences Participates in games |
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EXPRESSIVE LANGUAGE

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| <ul style="list-style-type: none"> Uses agreed upon conventions during whole- and small-group discussions (raises hand, waits to be called on, stays on topic, etc.) Practices introducing self Uses descriptive language Uses past tense Masters letter sounds Extends sentences | <ul style="list-style-type: none"> Talks self through new or difficult tasks Uses pronouns <i>I</i>, <i>You</i>, and <i>My</i> correctly Describes familiar objects Uses common verbs Uses prepositions like “on” and “off” Uses expressive language Combines sentences to indicate sequencing Participates in dialogic reading | <ul style="list-style-type: none"> Possesses social conversation skills Adapts speech to context Offers clear explanations Adds drawings for additional detail Uses comparative speech Waits until a teacher finishes a conversation with an adult before talking Gives directions and narrates activities |
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VOCABULARY

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| <ul style="list-style-type: none"> Describes familiar things with detail Asks and answers questions about unknown/unfamiliar words Uses a new word to describe or rephrase Makes real world connections with vocabulary words Uses new words while acting out a story Uses a new word to describe an action With support, asks and answers questions about unfamiliar words in read-alouds Uses a new word in a discussion | <ul style="list-style-type: none"> Discusses new words in relation to known words and categories Uses appropriate sentence structure Spontaneously uses new words in play Demonstrates understanding of new words Describes new objects by using the name of the object and what it does Uses new vocabulary to describe events Identifies 1-2 synonyms for very familiar words Predicts meaning of new words from context Uses new vocabulary to identify favorite part | <ul style="list-style-type: none"> Comprehends and uses classroom language, like compare Makes real-life connections between words and their use Describes field trip using content words Identifies common antonyms Uses content-specific words Identifies which object doesn't belong Understands and uses academic language Uses category labels (part/whole, object/function, object/location) |
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LITERACY		
ALPHABET KNOWLEDGE		
ALPHABET		
<ul style="list-style-type: none"> Demonstrates understanding of letters and the alphabet sequence Recognizes and names capital letters Sings the alphabet song Recognizes and forms capital letters 	<ul style="list-style-type: none"> Matches short vowel sound to letter Participates in Alphabet Knowledge Centers Recognizes lowercase letters Matches capital and lowercase versions of the same letter 	<ul style="list-style-type: none"> Recognizes and forms lowercase letters Knows letter-sound relationships Matches letters to their sounds
NAME		
<ul style="list-style-type: none"> Recognizes own name Demonstrates name recognition 		
DIGITAL LITERACY		
<ul style="list-style-type: none"> Order letters to spell name Accesses and navigates applications Uses the computer to find information Knows how to delete and change computer entries Uses basic technology terms in everyday speech 	<ul style="list-style-type: none"> Understands that passwords should be private Practices telling a trusted adult if something unexpected or uncomfortable happens With guidance, shares and discusses digital products 	
EMERGENT WRITING		
<ul style="list-style-type: none"> Demonstrates proper pencil grip Forms letters properly Experiments with marks meant to convey meaning Writes for a growing variety of purposes 	<ul style="list-style-type: none"> Writes/illustrates/dictates stories and/or journal entries Composes signs or lists as a part of play activities 	<ul style="list-style-type: none"> Writes invitation, birthday, or thank you cards Writes and/or dictates about special events or field trips, real or imagined
PHONOLOGICAL AWARENESS		
SOUND AWARENESS		
<ul style="list-style-type: none"> Identifies, discriminates between, and sequences/orders sounds Explores medial sound awareness 	<ul style="list-style-type: none"> Writes increasingly sophisticated text, including invented spelling Discriminates between sounds 	
WORDS & COMPOUND WORDS		
<ul style="list-style-type: none"> Segments short sentences into words With support, slaps out words in a sentence Blends two spoken words into a compound word 	<ul style="list-style-type: none"> Blends compound words Segments compound words Sorts words into short and long words 	

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RHYME

- Demonstrates rhyme awareness
- Identifies spoken rhymes
- Participates in rhyme play
- Supplies rhyming words
- Discriminates between rhyme and non-rhyme
- Produces nonsense rhymes
- Participates in rhyming games

SYLLABLES

- Sorts words into short and long words
- Blends syllables into a whole word
- Segments syllables in spoken words
- Blends syllables
- Segments syllables
- Blends 2 or 3 syllables into a word

PHONOLOGICAL AWARENESS/PHONEMIC AWARENESS

ALLITERATION & BLENDING

- Demonstrates initial sound awareness
- Tells if words begin with the same sound
- Onset-Rime
- Blends onset (initial consonant or consonants) and rime (vowel to end) into familiar one-syllable words
- Initial sounds
- Hears two words and tells if they begin with the same sound
- Explores final sound awareness
- Final sounds
- Demonstrates final sound awareness
- Medial sounds
- Explores medial sound awareness
- Blending phonemes
- Blends phonemes to make familiar one-syllable words
- Blends phonemes to make words

PRINT KNOWLEDGE

- Reads daily schedule and calendar
- Understands that print carries a message
- Writes daily message as class
- Follows words from left-to-right, top-to-bottom, page-by-page (Print Directionality)
- Understands that letters are grouped to form words, separated by spaces
- Points to word in story being read
- Explains purpose and use of book covers
- Understands functions of authors and illustrators
- Print concepts
- Recognizes environmental print
- Makes one-to-one word substitutions in stories and poems
- Capitalizes the pronoun "I"
- Recognizes the power word "I"
- Demonstrates understanding of print conventions

READING COMPREHENSION

- Maintains engagement during group read-alouds for 15-20 minutes
- Uses evidence to identify/analyze/predict a character's feelings, intentions, or behavior
- Listens and participates in interactive read-alouds
- Listens to repeated readings of favorite books
- Makes a connection between new information and prior knowledge
- Uses real-world vocabulary
- Predicts based on narrative pattern
- Constructs meaning based on evidence
- Relates own experiences to facts read in books

MATH & NUMERACY

NUMBERS & COUNTING

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| <ul style="list-style-type: none"> • Moves, touches, and/or points to one object per number count, using one-to-one correspondence • Counts items arranged symmetrically (in an array) • Comprehends that objects may be counted in any order • Subitizes: Effortlessly recognizes small quantities • Comprehends that arrangement of items does not affect quantity • Knows last count tells how many • Understands that numbers tell how many • Counts on fingers • Recognizes and writes numerals • Understands that each successive number represents one more | <ul style="list-style-type: none"> • Understands concept of a pair • Recognizes and writes numerals to 12 • Counts out a specified number of objects from a larger quantity • Associates quantity of objects with a written numeral • Associates a quantity of objects 1-5 with a written numeral • Fluently recognizes and represents quantity in multiple forms (number frame, numeral, graphic, dots, etc.) • Uses one-to-one correspondence to match and compare sets • Counts backwards from 10 | <ul style="list-style-type: none"> • Writes numerals 0-15 • Recites number words in order to 20 • Demonstrates that quantity holds true across arrangements • Associates quantities 0-15 with a written numeral • Counts scattered items • Counts items in a line • Counts 1-15 items with one count per item • Distributes up to 10 items equally between friends (that's one for you, and one for me) |
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NUMERACY & NUMBER RELATIONSHIPS

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| <ul style="list-style-type: none"> • Understands that each successive number represents one more • Understands that each successive number name refers to a quantity that is one larger • Orders quantities • Identifies numbers plus one • Compares quantities | <ul style="list-style-type: none"> • Explores composing and decomposing numbers • Identifies numbers in relation to benchmarks (5 and 10) • Composes and decomposes numbers • Identifies number pairs that total a given sum • Identifies the relationship of one quantity or number with another as more, less/fewer, or equal | <ul style="list-style-type: none"> • Identifies relationship between numerals as more or less • Identifies which quantity is less • Explores numbers as 10s and 1s • Explores groups of 10s and 1s • Identifies numbers plus/minus 1 and 2 |
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OPERATIONS & ALGEBRAIC THINKING

LOGIC & MATHEMATICAL REASONING

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| <ul style="list-style-type: none"> • Counts on from a specified number • With support, counts on from a number greater than 1 • Finds the quantity that must be added to make 10 by using objects or drawings | <ul style="list-style-type: none"> • Uses mathematical language • Uses logic/mathematical reasoning to solve a problem • Uses concrete models for taking away objects | <ul style="list-style-type: none"> • Finds the quantity that must be added to make 5, then 10, by using objects or drawings • Demonstrates or explains reasoning used to solve a problem |
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PATTERNS & CLASSIFICATION

- Matches similar objects, using the words “same” and “different”
- Sorts objects by attribute
- Sorts objects by multiple attributes
- Creates own repeating patterns
- Duplicates and extends simple pattern
- Claps or marches in time to music to show recognition of pattern
- Matches/Matching

MEASUREMENT & DATA

- Uses symbols to represent data on a graph
- Places concrete objects on a chart
- Compares data on charts or graphs
- Recognizes and compares heights, lengths, or sizes
- Orders objects by height or weight
- Measures using the same unit
- Recognizes and compares weights of objects and people
- Uses mathematical language to describe data: more, less, longer, shorter
- Recognizes and compares capacity
- Orders 2-5 objects based on measurable attributes

GEOMETRY & SPATIAL SENSE

SHAPES

- Names and describes basic shapes (circle, square, triangle, and rectangle) in terms of number and length of sides
- Builds shapes from components
- Explores properties of shapes
- Analyzes, compares, and sorts two- and three-dimensional shapes and objects in different sizes
- Breaks apart shapes
- Slides, flips, and turns shapes to demonstrate that they remain the same
- Breaks apart shapes to make real-world objects and other shapes
- Puts shapes together to make real-world objects and other shapes

POSITION

- Comprehends and uses positional words
- Finds solutions for spatial problems with blocks, LEGOs, etc.
- Comprehends spatial relationships
- Uses position words correctly
- Explores spatial problems

SCIENCE & ENGINEERING		
EARTH SCIENCE (INCLUDING WEATHER)		
<ul style="list-style-type: none">• Explores the relationship between sunlight, shade, and sun• Explores the properties of light• Explores the relationship between sunlight, shade, and shadows	<ul style="list-style-type: none">• Sunlight creates light and warmth• Explores the properties and uses of water• Explores water cycle• Introduced to the water cycle	<ul style="list-style-type: none">• Understands importance of clean drinking water• Explores properties of clouds
LIFE SCIENCE		
ANIMALS		
<ul style="list-style-type: none">• Distinguishes between plants and animals• Identifies characteristics of vertebrates• Identifies characteristics of mammals• Identifies characteristics of birds• Identifies characteristics of fish	<ul style="list-style-type: none">• Describes characteristics and habitat of amphibians• Identifies characteristics of amphibians• Identifies characteristics of reptiles• Identifies insects• Identifies characteristics of invertebrates	<ul style="list-style-type: none">• Identifies insect characteristics• Identifies characteristics of spiders• Identifies the characteristics of worms
HUMANS		
<ul style="list-style-type: none">• Demonstrates knowledge of basic body parts and functions		
LIVING & NONLIVING		
<ul style="list-style-type: none">• Observes that living things move and grow• Observes that living things need water, air, and nutrients	<ul style="list-style-type: none">• Observes living things that move and grow• Understands the needs of living things• Knows that living things grow	
PLANTS		
<ul style="list-style-type: none">• Distinguishes between plants and animals• Identifies plant uses• Understands that plants need water, nutrients, and sun	<ul style="list-style-type: none">• Identifies plant parts (seed, stem, roots, leaves)• Identifies ways that plants are useful to people	
PHYSICAL SCIENCE & ENGINEERING		
<ul style="list-style-type: none">• Solves structural problems• Explores properties of reflective/non-reflective objects• Understands that objects have properties: float or sink	<ul style="list-style-type: none">• Explores relationship between form and function• Recognizes and explores cause and effect relationships• Understands weight as a characteristic of objects	

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SCIENTIFIC INQUIRY

CURIOSITY

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| <ul style="list-style-type: none"> • Uses scientific practice terms (investigate) • Understands that scientists ask and answer questions • With support, helps plan an investigation • With support, plans the steps of an investigation | <ul style="list-style-type: none"> • Uses descriptive words with precision • Makes a prediction • Uses scientific terms like gills and vertebrate with precision | <ul style="list-style-type: none"> • Reviews and documents prior knowledge • With support, lists and acquires materials for investigation |
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OBSERVATION

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| <ul style="list-style-type: none"> • Use senses to observe and gather information • Uses sight to make observations • Uses hand lens • Explore sense of sight • Uses sense of hearing to make observations • Explores the sense of hearing | <ul style="list-style-type: none"> • Makes observations based on the sense of taste • Uses sounds to make observations • Explores the sense of touch • Uses touch to make observations • Uses sense of smell • Uses sense of taste | <ul style="list-style-type: none"> • Uses thermometer to show similarities and differences • Uses observational tools • Practices using observational tools, including a stethoscope • Uses digital tools to make observations |
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INVESTIGATION

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| <ul style="list-style-type: none"> • Collects, describes, and records information • Sorts plants and animals • With help, measures and compares lengths • Explains data and draws conclusions • Identifies data patterns (plants have stems, roots, and leaves) • Uses three-dimensional models • Represents data with a picture or diagram • Constructs three-dimensional models | <ul style="list-style-type: none"> • Sorts animals into groups based on body parts and functions • Gathers and represents data with chart or graph • Sorts items into groups by attributes • Uses senses and simple tools to gather and represent data • Represents data mathematically • Performs an experiment • Reports data and draws conclusions | <ul style="list-style-type: none"> • Represents data with a 3D model • Uses time to quantify similarities and differences • Gathers and records data with text • Uses measurement tools to quantify similarities and differences in weight • Measures and compares capacity |
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SOCIAL & EMOTIONAL LEARNING

SELF CONCEPT & INDEPENDENCE

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| <ul style="list-style-type: none"> • Reflects on own actions and efforts • Chooses and plans activities according to personal interests and preferences • Accesses and uses SmartStart independently • Makes choices and engages in independent activities | <ul style="list-style-type: none"> • Demonstrates self-efficacy • Identifies personal characteristics, preferences, thoughts, and feelings • Maintains designated personal space • Monitors others during movement • Describes self in terms of specific skills, talents, and competencies | <ul style="list-style-type: none"> • Voices choices and opinions, including appropriate refusals • Asks adults or peers for help when appropriate • Shows satisfaction or seeks acknowledgment at completion |
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EMOTIONAL FUNCTIONING

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| <ul style="list-style-type: none"> • Uses feeling words • Labels character emotions • Enjoys participating in activities that stimulate positive emotions • Assigns appropriate emotions to facial expressions of sadness, anger, surprise, and happiness | <ul style="list-style-type: none"> • Recognizes and accurately labels emotions • Uses words to express feelings • Demonstrates increased ability to control and resolve emotions | <ul style="list-style-type: none"> • Uses appropriate strategies to decrease level of distress • Controls/Regulates and resolves emotions • Identifies characters' feelings |
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SOCIAL AWARENESS

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| <ul style="list-style-type: none"> • Participates in group activities • Aware of school • Follows food from farm to table • Identifies self as a member of a class • Role-plays community businesses, like restaurants • Explores the use of money • Communicates effectively with speakers of other languages, e.g., gestures and facial expressions • Compares own and others' preferences • Participates in voting • Explores representations of familiar environments • Engages with a variety of languages • Comprehends previously learned words in a new language | <ul style="list-style-type: none"> • Identifies members of household and their roles • Identifies family members and their roles • Shares family stories and traditions • Participates in class discussions of varying cultures and traditions • Recognizes changes in self and others over time • Explores buying and selling • Understands that people work for pay • Uses simple greetings, words, and phrases in language other than own • Identifies self as a member of family • Uses visual cues to identify how other children are feeling | <ul style="list-style-type: none"> • Explores physical representations of neighborhood • Recognizes change over time • Learns about community • Identifies similarities and differences between self and classmates • Asks questions to discover others' perspectives • Discusses the meaning and proper care of national flags • Votes to make a decision as a class or small group • Develops awareness of physical features of environment • Looks forward to and participates in special class and school events |
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SOCIAL SKILLS

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| <ul style="list-style-type: none">• Demonstrates a desire to be helpful• Brainstorms/proposes multiple solutions• Greets teacher in the morning and says goodbye when leaving• Participates in group activities, tasks, and play• Takes turns• Practices play skills• Practices meeting and greeting people• Practices graceful refusals/gives and accepts graceful refusals• Practices kindness• Applies friendship skills | <ul style="list-style-type: none">• Practices empathy• Demonstrates awareness of social conventions• Recognizes and proposes solutions to social problems• Recognizes and describes social and academic problems• Attempts to resolve social problems by sharing• Chooses to work with a friend• Interacts meaningfully with a variety of playmates• Demonstrates kindness and concern for others• Uses please, thank you, and excuse me, as appropriate | <ul style="list-style-type: none">• Respects teacher's authority• Actively seeks out play partners• Follows the lead of others when joining ongoing play• Follows conflict resolution steps with teacher's guidance• Identifies and attempts to resolve social problems• Plays games with rules• Shows evidence of enjoying other children• Expresses pleasure at spending time with friends |
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LEARNING MINDSET

SELF-REGULATION (RULES, ROUTINES, AND RESPONSIBILITY)

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| <ul style="list-style-type: none"> • Follows arrival routine with increasing independence • Demonstrates sense of day's sequence of activities • Demonstrates awareness of schedule and sequence • Recognizes the reason for rules at home and at school • Participates in the development of classroom rules • Respects others' work spaces and time with shared materials | <ul style="list-style-type: none"> • Begins cleanup at teacher's signal • Responds to teacher signals • Cleans up after self • Abides transitions • Follows center instructions • Cleans up and puts materials in proper places • Follows arrival and dismissal routines with increasing independence • Familiar with classroom routines | <ul style="list-style-type: none"> • Spontaneously adapts behavior to context • Assumes responsibilities of a class member • Describes effect of own behavior on others • Demonstrates increasing sensitivity to context and consequence • Is truthful |
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EXECUTIVE FUNCTION (ATTENTION, FLEXIBILITY, INHIBITION, MEMORY, PERSISTENCE, AND PROBLEM-SOLVING)

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| <ul style="list-style-type: none"> • Eager to learn about and discuss a range of topics, ideas, and activities • Waits for turn or permission before communicating (doesn't interrupt) • Persists at tasks that are difficult or disliked • Manages transitions • Delays gratification • Engages in challenging activities • Demonstrates ability to stop responses • Listens to other children | <ul style="list-style-type: none"> • Demonstrates curiosity and openness to new ideas and strategies • Demonstrates flexibility • Attempts to match actions with words • Corrects teacher who makes a "mistake" • Inhibits (stops) impulsive responses • Waits for materials to be distributed • Waits for turn with desired toy or activity • Eager to try new things/activities • Willing to challenge self | <ul style="list-style-type: none"> • Willing to participate in new activities • Makes needs known in a socially acceptable way • Asks for help • Demonstrates initiative • Attends to peer responses • Recalls details • Maintains concentration during Circle Time • Maintains absorption in self-selected task • Willing to participate in new experiences |
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SCOPE & SEQUENCE

Waterford Early Learning SmartStart Index Map

This visual representation provides an overview of skills students encounter as they move through the SmartStart.

AREA	SKILL	ENCOUNTERED DURING LEVEL(S)	APPROXIMATE LOCATION								
			SS 1 0-33%			SS 2 34-66%			SS 3 67-100%		
LANGUAGE AND LITERACY											
Alphabet Knowledge	Alphabet Automaticity	SS 2-SS 3									
	Capital Letters Recognition	SS 1									
	Capital Letters Mastery	SS 2-SS 3									
	Letter Sounds	SS 3									
	Lowercase Letters Recognition and Mastery	SS 2-SS 3									
	Name Recognition	SS 1									
Phonological Awareness	Rhyme	SS 1									
	Blending	SS 2-SS 3									
	Initial and Final Sounds	SS 3									
	Syllables	SS 2									
	Compound Words	SS 1									
Print Knowledge	Print Concepts	SS 1									
Vocabulary and Comprehension	Vocabulary and Comprehension	SS 1-SS 3									
MATHEMATICS											
Geometry and Spatial Sense	Position	SS 1-SS 2									
	Shapes	SS 1									
Measurement and Data	Big and Little	SS 1									
	Length	SS 1									
	Tall and Short	SS 2									
	Heavy and Light	SS 3									
	Make Comparisons	SS 3									
	Order Size	SS 3									
	Capacity	SS 3									

SCOPE & SEQUENCE

Waterford Early Learning SmartStart Index Map

AREA	SKILL	ENCOUNTERED DURING LEVEL(S)	APPROXIMATE LOCATION								
			SS 1 0-33%			SS 2 34-66%			SS 3 67-100%		
MATHEMATICS											
Numbers and Counting	Numerals	SS 1-SS 3									
	Counting	SS 1-SS 3									
	Number Comparison	SS 1-SS 3									
	Number Relationships	SS 1-SS 3									
Operations and Algebraic Thinking	Memorization	SS 1									
	Patterns and Classification	SS 1-SS 3									
	Number Relationships	SS 1-SS 3									
SCIENCE AND ENGINEERING											
Earth Science	Weather	SS 1-SS 3									
	Forces	SS 3									
Life Science	Animals	SS 1-SS 2									
	Plants	SS 1									
	Classification	SS 1									
Scientific Inquiry	Observation and Inquiry	SS 1-SS 3									
HEALTH AND PHYSICAL DEVELOPMENT											
Health and Safety	Health and Safety	SS 1-SS 3									
SOCIAL AND EMOTIONAL LEARNING											
Emotional Awareness	Emotional Awareness	SS 1-SS 3									
	Social Awareness	SS 1, SS 3									
	Social Skills	SS 1-SS 2									
CREATIVE EXPRESSION											
Creative Expression	Creative Expression	SS 1-SS 3									