

100%
Correlation

Curriculum Correlation April 2025

**Waterford
Early Learning:
Math & Science**

**ISTE Standards: For
Students**

This document provides a detailed correlation of **Waterford Early Learning** to **ISTE Standards: For Students**.

Correlation Description

This document aligns ISTE Standards: For Students to Waterford.org's digital activities and supporting resources.

Waterford Digital Activities

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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| ISTE Standards | Waterford Digital Activities | Waterford Resources |
|---|---|---|
| 1.1 Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. | | |
| 1.1a Students set learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process to improve learning outcomes. | | <ul style="list-style-type: none"> • Progress Sheets—5 Days • Progress Sheets—20 Days • Weekly Progress Thermometer • Waterford Progress Thermometer • Goal Setting • Goal—Check It Off |
| 1.1.b. Students build networks and customize their learning environments in ways that support the learning process. | | <ul style="list-style-type: none"> • The Watermelon Seed • Animal Bodies • Goldilocks and the Three Bears • Defying Gravity: The Story of Mae Jemison • Eyes on the Goal: The Story of Abby Wambach • Taking Flight: The Story of Bessie Coleman • The Courage to Learn: The Story of Helen Keller |
| 1.1.c. use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways | As students follow instructions through the adaptive learning path, they are guided through practice activities that encourage frequent responses and provide corrective feedback. Individual student responses determine the activity variations they will encounter which provide numerous opportunities to practice and demonstrate learning in different ways. | |
| 1.1.d. understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies. | Children select the Waterford icon to begin their sessions. While interacting with activities, children are constantly listening and responding to instruction. Responses may require moving the mouse or clicking with it, tapping the touch pad, or entering answers on the keyboard. Waterford also child facing tutorial video to ensure children learn the fundamental concepts of the platform. | <ul style="list-style-type: none"> • Getting Started with Waterford |

| ISTE Standards | Waterford Digital Activities | Waterford Resources |
|---|------------------------------|--|
| 1.2. Digital Citizen: Students recognize the responsibilities and opportunities for contributing to their digital communities. | | |
| 1.2.a. Students manage their digital identity and understand the lasting impact of their online behaviors on themselves and others and make safe, legal and ethical decisions in the digital world. | | <ul style="list-style-type: none"> • Animal Bodies • Digital Citizenship |
| 1.2.b. Students demonstrate empathetic, inclusive interactions online and use technology to responsibly contribute to their communities. | | <ul style="list-style-type: none"> • Animal Bodies • Digital Citizenship |
| 1.2.c. Students safeguard their well-being by being intentional about what they do online and how much time they spend online. | | <ul style="list-style-type: none"> • Animal Bodies • Digital Citizenship |
| 1.2.d. Students take action to protect their digital privacy on devices and manage their personal data and security while online. | | <ul style="list-style-type: none"> • Animal Bodies • Digital Citizenship |
| 1.3. Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. | | |
| 1.3.a. Students use effective research strategies to find resources that support their learning needs, personal interests and creative pursuits. | | <ul style="list-style-type: none"> • The Watermelon Seed • Animal Bodies • Defying Gravity: The Story of Mae Jemison • Taking Flight: The Story of Bessie Coleman • The Courage to Learn: The Story of Helen Keller |

| ISTE Standards | Waterford Digital Activities | Waterford Resources |
|---|---|--|
| 1.3. Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others <i>continued</i> . | | |
| 1.3.b. Students evaluate the accuracy, validity, bias, origin, and relevance of digital content. | | <ul style="list-style-type: none"> • Animal Bodies |
| 1.3.c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. | | <ul style="list-style-type: none"> • The Watermelon Seed • Animal Bodies • Defying Gravity: The Story of Mae Jemison • Taking Flight: The Story of Bessie Coleman • The Courage to Learn: The Story of Helen Keller • Painting by Number |
| 1.3.d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions. | <ul style="list-style-type: none"> • Build Knowledge | <ul style="list-style-type: none"> • The Watermelon Seed • Animal Bodies • Defying Gravity: The Story of Mae Jemison • Taking Flight: The Story of Bessie Coleman • The Courage to Learn: The Story of Helen Keller |
| 1.4. Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. | | |
| 1.4.a. Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems. | <ul style="list-style-type: none"> • Songs: The Scientific Method • Books: Inventions All Around; I Want to Be a Scientist Like Wilbur and Orville Wright • Inventions | <ul style="list-style-type: none"> • The Three Little Pigs • Simple Machines • Inventions • What Is an Invention? |
| 1.4.b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks. | <ul style="list-style-type: none"> • Books: Inventions All Around; I Want to Be a Mathematician Like Ada Byron Lovelace • Inventions | <ul style="list-style-type: none"> • The Three Little Pigs • Simple Machines • Inventions • What Is an Invention? |

| ISTE Standards | Waterford Digital Activities | Waterford Resources |
|--|--|---|
| 1.4. Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions <i>continued</i> . | | |
| 1.4.c. Students develop, test and refine prototypes as part of a cyclical design process. | <ul style="list-style-type: none"> Songs: The Scientific Method Books: I Want to Be a Scientist Like Wilbur and Orville Wright | <ul style="list-style-type: none"> The Three Little Pigs Simple Machines Inventions What Is an Invention? |
| 1.4.d. Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems | | <ul style="list-style-type: none"> Problem Solving Problem Solving Pictures Poster Helpful Words |
| 1.5. Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. | | |
| 1.5.a. Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions. | <ul style="list-style-type: none"> Graphs Bar Graphs Picture Graphs | <ul style="list-style-type: none"> Data Categorization Graphs Tallying and Graphs |
| 1.5.b. Students collect data or identify relevant data sets, use digital tools to analyze them and represent data in various ways to facilitate problem-solving and decision-making. | <ul style="list-style-type: none"> Graphs Bar Graphs Picture Graphs Tally Marks | <ul style="list-style-type: none"> Data Categorization Generating Measurement Data Graphs Tallying and Graphs |
| 1.5.c. Students break problems into component parts, extract key information and develop descriptive models to understand complex systems or facilitate problem-solving. | <ul style="list-style-type: none"> Story Problem Strategies | <ul style="list-style-type: none"> Problem Solving |
| 1.5.d. Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions. | <ul style="list-style-type: none"> Books: I Want to Be a Mathematician Like Ada Byron Lovelace | <ul style="list-style-type: none"> Your Calculator |

| ISTE Standards | Waterford Digital Activities | Waterford Resources |
|--|------------------------------|--|
| 1.6. Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals | | |
| 1.6.a. Students choose the appropriate platforms and digital tools for meeting the desired objectives of their creation or communication. | | <ul style="list-style-type: none"> • The Watermelon Seed • Animal Bodies • Defying Gravity: The Story of Mae Jemison • Taking Flight: The Story of Bessie Coleman • The Courage to Learn: The Story of Helen Keller |
| 1.6.b. Students create original works or responsibly repurpose or remix digital resources into new creations. | | <ul style="list-style-type: none"> • Goldilocks and the Three Bears • The Ugly Duckling • Taking Flight: The Story of Bessie Coleman • David Next Door |
| 1.6.c. Students use digital tools to visually communicate complex ideas to others. | | <ul style="list-style-type: none"> • Goldilocks and the Three Bears • The Ugly Duckling • Taking Flight: The Story of Bessie Coleman • David Next Door • Painting by Number |
| 1.6.d. Students publish or present content that customizes the message and medium for their intended audiences. | | <ul style="list-style-type: none"> • Goldilocks and the Three Bears • The Ugly Duckling • Taking Flight: The Story of Bessie Coleman • David Next Door |

| ISTE Standards | Waterford Digital Activities | Waterford Resources |
|---|---|--|
| 1.7. Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. | | |
| 1.7.a. Students use digital tools to connect with peers from a variety of backgrounds recognizing diverse viewpoints and broadening mutual understanding. | <ul style="list-style-type: none"> Sing Around the World Songs | <ul style="list-style-type: none"> The Ugly Duckling Defying Gravity: The Story of Mae Jemison Eyes on the Goal: The Story of Abby Wambach Good Trouble Taking Flight: The Story of Bessie Coleman |
| 1.7.b. Students use collaborative technologies to work with others, including peers, experts and community members, to examine issues and problems from multiple viewpoints. | | <ul style="list-style-type: none"> The Ugly Duckling Eyes on the Goal: The Story of Abby Wambach Good Trouble Taking Flight: The Story of Bessie Coleman The Courage to Learn: The Story of Helen Keller Violeta |
| 1.7.c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal. | | <ul style="list-style-type: none"> Mine My Super Sticky Sandwich The Watermelon Seed Animal Bodies The Three Little Pigs Defying Gravity: The Story of Mae Jemison Taking Flight: The Story of Bessie Coleman |
| 1.7.d. Students explore local and global issues, and use collaborative technologies to work with others to investigate solutions. | <ul style="list-style-type: none"> Care of Earth Care of Water Care of Air | <ul style="list-style-type: none"> Recycling Taking Care of Our Water |

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.

Spanish Family Engagement Resources

All Waterford books and many of the resources available to families at [→mentor.waterford.org](https://www.mentor.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://www.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 Mentor

Waterford Mentor 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 Mentor is available online and in the Mentor app (for iOS and Android).