

100%
Correlation

Curriculum Correlation August 2025

**Waterford
Early Learning:
SmartStart / PreK**

**Louisiana Early
Learning and
Development
Standards (ELDS)
Four-Year-Olds 2023**

This document provides a detailed correlation of **Waterford Early Learning** to **Louisiana Early Learning and Development Standards (ELDS) Four-Year-Olds**.

Correlation Description

This document aligns Louisiana Early Learning and Development Standards (ELDS) 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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APPROACHES TO LEARNING (AL)		
SUBDOMAIN: INITIATIVE AND CURIOSITY		
Standard AL 1: Children engage in multiple and varied play-based experiences		
AL 1.1.4 Seek out and engage with unfamiliar objects, materials, and experiences.	<ul style="list-style-type: none"> Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver Science Investigation Perfect Present Part Time 	<ul style="list-style-type: none"> Unit 1, Pg. 6 Learning Unit 4, Pg. 96 Good Friends Activity: I Try New Things Unit 6, Pg. 36 Good Friends Activity: My Brain Has Lots of Ideas Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver Unit 7, Pg. 212 It's Different, But It's Good!
AL 1.2.4 Seek information and contribute to discussions about a variety of new topics, ideas, and activities.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) Science Investigation 	
AL 1.3.4 Complete multi-step tasks independently.	Waterford provides support throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> Unit 1, Pg. 6 Learning Unit 1, Pg. 32 Train My Brain: Determination Unit 1, Pg. 34 Counting and Attendance Unit 4, Pg. 96 Good Friends Activity: I Try New Things Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
SUBDOMAIN: ATTENTION, ENGAGEMENT, AND PERSISTENCE		
STANDARD AL 2: Children engage in activities and tasks with attention, focus, and persistence.		
AL 2.1.4 Maintain focus on adult-directed activities with adult support.	Waterford provides support throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> Unit 1, Pg. 32 Train My Brain: Determination Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver Unit 7, Pg. 131 Good Friends Activity: I Pay Attention

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
STANDARD AL 2: Children engage in activities and tasks with attention, focus, and persistence <i>continued</i>.		
AL 2.2.4 Persist with a challenging task despite interruptions and disruptions.	Engaging activities throughout Waterford hold children's' attention as they concentrate on each task. Waterford helps children build persistence by allowing them to select Repeat to hear instructions repeated and by providing visual clues when children need extra assistance to finish a task.	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
AL 2.3.4 Express simple goals that extend over time, make plans, and follow through to complete them (e.g., Child says, "I want to play doctor after breakfast. Liam is going to play with me.", and then does so after eating).	Children build persistence with Waterford's consistent support and encouragement throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow me instruction.	<ul style="list-style-type: none"> • Unit 1, Pg. 32 Train My Brain: Determination • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver • Unit 7, Pg. 131 Good Friends Activity: I Pay Attention
SUBDOMAIN: PROBLEM-SOLVING		
STANDARD AL 3: Children demonstrate flexibility and creativity by using a variety of strategies to solve problems		
AL 3.1.4 Make predictions and explain reasoning.	<ul style="list-style-type: none"> • Song: Gravity • Gravity • Push and Pull • Evaporation • Peek at the Story 	<ul style="list-style-type: none"> • Unit 1, Pg. 148, Ten Little Goldfish • Unit 3, Pg. 344 The Water Cycle: Part 2 • Unit 3, Pg. 365 Seed Investigation <p><i>Family Resources:</i></p> <ul style="list-style-type: none"> • Water for Plants English Spanish • Light for Plants English Spanish
AL 3.2.4 Apply prior knowledge and experiences to complete new tasks and solve new problems.	<ul style="list-style-type: none"> • Pretend Play • Connect to Me 	<ul style="list-style-type: none"> • Unit 4, Pg. 96 Good Friends Activity: I Try New Things • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
AL 3.3.4 Communicate the steps used to solve problems and/or accomplish tasks.	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences	<ul style="list-style-type: none"> • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 214 Set the Table, Please

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
SUBDOMAIN: MATHEMATICS (CM): Knowledge of Numbers		
STANDARD CM 1: Children demonstrate knowledge of numbers and the relationships between numbers and quantities.		
CM 1.1.4 Rote count to 20 with accuracy. Tell what number (1-10) comes next in order by counting.	<ul style="list-style-type: none"> Counting Songs Number Counting Number Instruction Count On 	<ul style="list-style-type: none"> Unit 2, Pg. 161 Popcorn Number Match Unit 2, Pg. 191 Traffic Jam Count Unit 2, Pg. 208 Pizza Chef Match Unit 2, Pg. 243 Central Park Board Game Unit 5, Pg. 200 Counting in a Circle <p><i>Family Resources:</i></p> <ul style="list-style-type: none"> Racing Squirrels Counting Game English Spanish Shape Count English Spanish
CM 1.2.4 Accurately count up to ten objects in a structured arrangement with one-to-one correspondence.	<ul style="list-style-type: none"> Counting Songs Number Instruction One-to-one Corresp 	<ul style="list-style-type: none"> Unit 2, Pg. 161 Popcorn Number Match Unit 2, Pg. 191 Traffic Jam Count Unit 2, Pg. 208 Pizza Chef Match Unit 2, Pg. 243 Central Park Board Game Unit 5, Pg. 200 Counting in a Circle <p><i>Family Resources:</i></p> <ul style="list-style-type: none"> Racing Squirrels Counting Game English Spanish Shape Count English Spanish
CM 1.3.4 Tell how many objects are in a group by giving the last number counted (cardinality).	<ul style="list-style-type: none"> Make and Count Groups Number Instruction Match Numbers 	<ul style="list-style-type: none"> Unit 2, Pg. 161 Popcorn Number Match Unit 2, Pg. 191 Traffic Jam Count Unit 2, Pg. 208 Pizza Chef Match Unit 2, Pg. 243 Central Park Board Game Unit 5, Pg. 200 Counting in a Circle
CM 1.4.4 Recognize and name the number of items in a small set (up to five) without counting (subitizing).	<ul style="list-style-type: none"> Make and Count Groups One-to-one Correspondence Moving Target (Dots) Bug Bits 	<ul style="list-style-type: none"> Unit 1, Pg. 150 Arrange and Count 4 Unit 2, Pg. 161 Popcorn Number Match Unit 2, Pg. 191 Traffic Jam Count Unit 2, Pg. 208 Pizza Chef Match Unit 2, Pg. 218 Group Five Pets
CM 1.5.4 Compare two groups of objects and identify whether the number of objects in one group is more, less, or the same as the number of objects	<ul style="list-style-type: none"> Songs: Greater Than, Less Than; More Than, Fewer Than Book: For the Birds More Than, Fewer Than More Than Match 	<ul style="list-style-type: none"> Unit 2, Pg. 191 Traffic Jam Count Unit 2, Pg. 208 Pizza Chef Match

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
STANDARD CM 1: Children demonstrate knowledge of numbers and the relationships between numbers and quantities <i>continued</i>.		
CM 1.6.4 Identify written numerals 0-10 by name and match each to counted objects.)	<ul style="list-style-type: none"> Numbers One-to-one Correspondence Match Numbers Number Instruction 	<ul style="list-style-type: none"> Read and Write Number Activities Unit 2, Pg. 161 Popcorn Number Match
CM 1.7.4 Read and write some numerals up to 10.	<ul style="list-style-type: none"> Explain Numbers Number Instruction 	<ul style="list-style-type: none"> Introduce and Count Number Activities Read and Write Number Activities Unit 2, Pg. 161 Popcorn Number Match
CM 1.8.4 Identify an object's or person's position in a sequence using ordinal numbers (e.g., first, second, third).	<ul style="list-style-type: none"> Songs: Monster Trucks; Positioning Position First, Middle, Last First, Next, Last 	<ul style="list-style-type: none"> Unit 3, Pg. 304 Farmer Mash <p>Family Resources:</p> <ul style="list-style-type: none"> First, Middle, Last English Spanish Position Words English Spanish
SUBDOMAIN: MATHEMATICS (CM): PATTERNS AND OPERATIONS		
STANDARD CM 2: Children demonstrate knowledge of patterns and operations.		
CM 2.1.4 Identify , duplicate, extend, and create simple repeating patterns in different forms (e.g., red-red-blue, circle-square-triangle).	<ul style="list-style-type: none"> Song: Train Station Patterns Patterns Pattern AB Pattern ABB Pattern ABC 	<ul style="list-style-type: none"> Unit 4, Pg. 38 AB Pattern Garden Unit 4, Pg. 48 ABB Cereal Necklaces Unit 4, Pg., 59 ABC Patterns
CM 2.3.4 Solve simple addition and subtraction problems by using concrete objects or fingers during play and daily activities (e.g., If we have 3 apples and eat 1, how many apples do we have left?).	<ul style="list-style-type: none"> Songs: Bee Happy Addition; On the Bayou; Addition; Bakery Subtraction; Circus Subtraction Make and Count Groups Number Instruction Act Out Addition Act Out Subtraction Add Groups Subtract Groups 	<ul style="list-style-type: none"> Unit 6, Pg. 83 Ten Frame Game Unit 7, Pg. 247 How Many Are Hiding? <p>Family Resources:</p> <ul style="list-style-type: none"> Add Groups English Spanish

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
SUBDOMAIN: MATHEMATICS (CM): MEASUREMENT		
STANDARD CM 3: Children measure objects by their various attributes and use differences in attributes to make comparisons.		
CM 3.1.4 Sort objects by one characteristic (attribute), then re-sort using a different characteristic and explain the reasoning with guidance and support.	<ul style="list-style-type: none"> Songs: Measuring Plants; Savanna Size Length Heavy and Light Tall and Short Big and Little Large and Small Toys Sort 	<ul style="list-style-type: none"> Unit 3, Pg. 296 We Are All Growing Unit 7, Pg. 136 Exploring Length Unit 7, Pg. 142 Weight Unit 7, Pg. 200 Which Cup Holds More? Unit 7, Pg. 209 Exploring Volume
CM 3.2.4 Describe measurable attributes of objects and materials using comparative words (e.g., long, longer, longest).	<ul style="list-style-type: none"> Songs: Savanna Size; Large, Larger, Largest Size Order Size Big and Little Heavy and Light Tall and Short 	<ul style="list-style-type: none"> Unit 7, Pg. 136 Exploring Length Unit 7, Pg. 142 Weight Unit 7, Pg. 200 Which Cup Holds More? Unit 7, Pg. 209 Exploring Volume
CM 3.3.4 Compare and order a small set of objects using measurable terms (e.g., length, weight).	<ul style="list-style-type: none"> Song: Measuring Plants Length Capacity Weight 	<ul style="list-style-type: none"> Unit 7, Pg. 136 Exploring Length Unit 7, Pg. 142 Weight Unit 7, Pg. 200 Which Cup Holds More? Unit 7, Pg. 209 Exploring Volume
CM 3.4.4 Describe the purpose of simple measurement tools.	<ul style="list-style-type: none"> Song: Measuring Plants Measurement Tools 	<ul style="list-style-type: none"> Unit 7, Pg. 136 Exploring Length Unit 7, Pg. 142 Weight Unit 7, Pg. 200 Which Cup Holds More? Unit 7, Pg. 209 Exploring Volume
CM 3.5.4 Measure using multiples of the same non-standard unit (e.g., paper clips, snap cubes) with guidance and support.	<ul style="list-style-type: none"> Song: Measuring Plants Length Measurement Tools Nonstandard Units of Length 	<ul style="list-style-type: none"> Unit 6, Pg. 114 Length Unit 7, Pg. 136 Exploring Length

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
SUBDOMAIN: MATHEMATICS (CM): SHAPES AND SPATIAL RELATIONSHIPS		
STANDARD CM 4: Children identify shapes and their properties, and describe the positions of objects in space		
CM 4.2.4 Identify basic shapes (e.g., circle, square, triangle, rectangle) regardless of size and orientation.	<ul style="list-style-type: none"> Songs: Shapes, Shapes, Shapes; Kites Books: The Shape of Things; Imagination Shapes Simple Shapes World Shapes Circle, Square, Triangle, Rectangle 	<ul style="list-style-type: none"> Unit 3, Pg. 289 Rectangles and Squares Unit 3, Pg. 299 Triangles Unit 3, Pg. 321 Circles Unit 3, Pg. 368 Shape Mural Unit 3, Pg. 377 Shape Hunt <p><i>Family Resources:</i></p> <ul style="list-style-type: none"> Shape Count English Spanish
CM 4.3.4 Describe basic two- and three-dimensional shapes (e.g., a square has four sides, the ball rolls).	<ul style="list-style-type: none"> Songs: Shapes, Shapes, Shapes Books: The Shape of Things Simple Shapes Circle, Square, Triangle, Rectangle Solid Shapes 	<ul style="list-style-type: none"> Unit 3, Pg. 289 Rectangles and Squares Unit 3, Pg. 299 Triangles Unit 3, Pg. 368 Shape Mural Unit 3, Pg. 377 Shape Hunt <p><i>Family Resources:</i></p> <ul style="list-style-type: none"> Shape Count English Spanish
CM 4.4.4 Create and build shapes using a variety of materials (e.g., popsicle sticks to create a square).	<ul style="list-style-type: none"> Geoboard 	<ul style="list-style-type: none"> Unit 3, Pg. 289 Rectangles and Squares Unit 4, Pg. 28 Classroom Block Play
CM 4.5.4 Identify and respond accurately to positional words indicating location, direction, and distance (e.g., above, below, in front of, near, behind).	<ul style="list-style-type: none"> Songs: Position Cat; Get Over the Bugs; Monster Trucks Book: Up in the Air Position Above, Below, Next to, On Over, Under, and Through Over, Under, Above, Below Inside, Outside, Between First, Middle, Last 	<ul style="list-style-type: none"> Unit 2, Pg. 221 Over, Under, Through Unit 2, Pg. 229 Top, Beside, Bottom Unit 2, Pg. 260 Bears Above, Below, Next To, On

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
SUBDOMAIN: SCIENCE (CS): SCIENTIFIC INQUIRY		
STANDARD CS 1: Children engage in scientific inquiry to explore observable phenomena (objects, materials, organisms, and events) in the physical and natural world.		
CS 1.1.4 Observe , ask questions, predict, make comparisons, and gather information about the physical and natural world using their senses, prior knowledge, previous experiences, equipment, and tools.	<ul style="list-style-type: none"> • Song: Five Senses • Books: I Wish I Had Ears Like a Bat; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver • Science Investigation • Sight • Taste • Smell • Touch • Hearing 	<ul style="list-style-type: none"> • Unit 1, Pg. 75 Five Senses: How Do We Know? • Unit 1, Pg. 84 What Do You See? • Unit 1, Pg. 86 Excellent Eyes • Unit 1, Pg. 105 Pouring Sounds • Unit 1, Pg. 152 Slime! • Unit 1, Pg. 134 Texture Sort • Unit 2, Pg. 165 Safe Smelling • Unit 2, Pg. 195 Taste and Smell Snack Activity • Unit 2, Pg. 196 Sweet, Sour, Bitter, Salty
CS 1.2.4 Conduct scientific investigations and simple experiments.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Observe a Simple System 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Science Center • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 75 Five Senses: How Do We Know? • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 365 Seed Investigation • Unit 4, Pg. 121 Frog or Toad? • Unit 5, Pg. 216 What Do Spiders Like? • Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold? <p><i>Family Resources:</i></p> <ul style="list-style-type: none"> • Water for Plants English Spanish • Light for Plants English Spanish

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
STANDARD CS 1: Children engage in scientific inquiry to explore observable phenomena (objects, materials, organisms, and events) in the physical and natural world <i>continued</i>.		
CS 1.3.4 Describe and generate explanations and/or conclusions about investigations they have conducted with guidance and support (e.g., discussions, drawings, graphs).	<ul style="list-style-type: none"> • Song: Gravity; The Scientific Method; Pollution Rap; Seasons • Science Investigation • Science Observation: From Egg to Chick 	<ul style="list-style-type: none"> • Introduction, Pg. 16 Science Center • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 75 Five Senses: How Do We Know? • Unit 3, Pg. 306 How Do Plants Drink? • Unit 3, Pg. 342 The Water Cycle: Part 1 • Unit 3, Pg. 346 The Water Cycle: Part 2 • Unit 3, Pg. 365 Seed Investigation • Unit 3, Pg. 365 Seed Investigation • Unit 4, Pg. 121 Frog or Toad? • Unit 5, Pg. 216 What Do Spiders Like? • Unit 5, Pg. 175 Ant Farm Extension • Unit 5, Pg. 234 Worms: Slimy, Slippery, and Smooth • Unit 5, Pg. 245 Can an Earthworm Tell if it's Hot or Cold?
SUBDOMAIN: SOCIAL STUDIES (CSS)		
STANDARD CSS 1: Children demonstrate an awareness of time (past, present, and future) and place within the community.		
CSS 1.1.4 Communicate events, activities, and people from the past.	<ul style="list-style-type: none"> • Today • Yesterday/Tomorrow 	<ul style="list-style-type: none"> • Introduction, Pg. 17 Writing Center • Journal Activities • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family
CM 1.2.4 Identify familiar landmarks in their community (e.g., fire station, post office).		<ul style="list-style-type: none"> • Unit 5, Pg. 230 Dramatic Play: Library <p><i>Family Resources:</i></p> <ul style="list-style-type: none"> • Community Helpers English Spanish
CSS 1.3.4 Identify the relative location of specific objects and/or features in a familiar environment (e.g., classroom, playground) through drawings or play activities.		<ul style="list-style-type: none"> • Unit 2, Pg. 225 Where We Are <p><i>Family Resources:</i></p> <ul style="list-style-type: none"> • Exploring Your Home City With Your Children English Spanish

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
STANDARD CSS 2: : Children demonstrate an awareness of themselves as individuals and as members of a family and community		
CSS 2.1.4 Describe familiar elements of one's family, community, and traditions.	<ul style="list-style-type: none"> Sing Around the World Songs My Family Soup's On! Party Time 	<ul style="list-style-type: none"> Unit 3, Pg. 286 Grandmas: Same and Different Unit 3, Pg. 288 Journals: My Family Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner
CSS 2.2.4 Identify responsibilities of self and others in school, home, and community	<ul style="list-style-type: none"> Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others' rights and property as well as their own. 	<ul style="list-style-type: none"> Unit 1, Pg. 66 All the Way Done: Classroom Helpers Unit 2, Pg. 240 I'm Responsible Unit 3, Pg. 268 We All Love Our Families Unit 3, Pg. 326 We All Have Jobs Unit 5, Pg. 197 Good Friends Activity: I'm a Helper Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
CSS 2.3.4 Identify self as a member of groups and share information about other groups (e.g., gymnastics class, soccer team, member of a school).	<ul style="list-style-type: none"> Sing Around the World Songs 	<ul style="list-style-type: none"> Unit 3, Pg. 286 Grandmas: Same and Different Unit 3, Pg. 288 Journals: My Family Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner
DOMAIN: CREATIVE ARTS (CCA):MUSIC AND MOVEMENT		
STANDARD CCA 1: Children engage in multiple and varied music and movement experiences		
CCA 1.1.4 Express thoughts and feelings through dance and movement with increasing spatial awareness.	<ul style="list-style-type: none"> Book: Movin' to the Music Time Baby's Ballet Mama's Melody 	<ul style="list-style-type: none"> Music and Dance Activities Unit 1, Pg. 98 Dramatic Play Music Shop Unit 2, Pg. 175 Dancing with Props Unit 6, Pg. 53 Floating Robots Unit 7, Pg. 187 Pathways in Space <p><i>Family Resources:</i></p> <ul style="list-style-type: none"> Hi! Notes English Spanish
CCA 1.2.4 Create music using instruments and/or voice to produce more complex rhythms, tones, melodies, and songs. Show increasing awareness of various components of music: melody (tune), pitch (high and low sounds), rhythm (beat), tempo (speed), and volume.	<ul style="list-style-type: none"> Music is an integral part of SmartStart, including songs specific to learning objectives as well as the use of background classical music throughout the program. 	<ul style="list-style-type: none"> Unit 1, Pg. 96 Friendly Musical Chairs Unit 1, Pg. 98 Dramatic Play: Music Shop Unit 1, Pg. 103 Instrument Chairs Unit 4, Pg. 57 Self-Control Musical Instruments Unit 6, Pg. 85 Storytelling with Instruments Unit 7, Pg. 215 Chicka Chicka Boom Boom Program

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
DOMAIN: CREATIVE ARTS (CCA): VISUAL ARTS		
STANDARD CCA 2: Children engage in multiple and varied visual arts experiences.		
CCA 2.1.4 Observe and participate in discussions about various forms of art, including how it makes them feel and/or specific elements of art (e.g., color, line, texture).	<ul style="list-style-type: none"> Squirrel's Sketches Party Time 	<ul style="list-style-type: none"> Introduction, Pg. 8 Art Center Unit 1, Pg. 38 Eric Carle Paintings Unit 1, Pg. 38 Illustration Investigation Visual Arts Activities
CCA 2.2.4 Use a variety of materials, tools, and techniques to create artistic works that reflect their own culture, thoughts, feelings, experiences, or knowledge.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	<ul style="list-style-type: none"> Introduction, Pg. 8 Art Center Unit 1, Pg. 38 Eric Carle Paintings
DOMAIN: CREATIVE ARTS (CCA): DRAMATIC PLAY		
STANDARD CCA 3: Children engage in multiple and varied forms of dramatic play.		
CCA 3.1.4 Participate in dramatic play to express thoughts, feelings and creativity.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others' rights and property as well as their own.	<ul style="list-style-type: none"> Unit 1, Pg. 20 Reflection and Dismissal Unit 2, Pg. 190 Dramatic Play: Junkyard Unit 2, Pg. 216 Dramatic Play: Laundromat Unit 3, Pg. 330 Dramatic Play: Fire Station Unit 5, Pg. 134 Dinosaur Dig Unit 7, Pg. 134 Dramatic Play: Architect's Office Unit 7, Pg. 141 Tool Workshop
CCA 3.2.4 Represent a character by using voice inflections and facial expressions.	<ul style="list-style-type: none"> Pretend Play Clubhouse Marmot's Basket 	Family Resources: <ul style="list-style-type: none"> Role Play English Spanish What Would You Do? English Spanish
CCA 3.3.4 Engage in a variety of play experiences that include elements of drama (e.g., roles, dialogue, props).	<ul style="list-style-type: none"> Pretend Play Clubhouse Marmot's Basket 	Family Resources: <ul style="list-style-type: none"> Role Play English Spanish What Would You Do? English Spanish

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
LANGUAGE AND EARLY LITERACY DEVELOPMENT		
SUBDOMAIN: Language Development (LD): Receptive Communication		
STANDARD LD 1: Children attend to, understand, and respond to verbal and non-verbal communication and language from others.		
LD 1.2.4 Respond to complex statements, questions, and other communication that include multiple phases and ideas.	Waterford's Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen, participate, and take turns speaking.	
LD 1.3.4 Demonstrate understanding of a variety of words through conversations and actions, including words that express abstract concepts such as synonyms and opposites. Determine the meaning of unknown words by asking questions, using contextual clues, pictures, and/or prior knowledge.	<ul style="list-style-type: none"> • Ask a Question • What Comes Next? 	<ul style="list-style-type: none"> • Unit 1, Pg. 44 Getting Acquainted • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 6, Pg. 20 May I Help Game
LD 1.4.4 Follow detailed directions that involve multiple steps (e.g. "Get the sponge, dampen it with water, and clean your table top.	While interacting with Waterford, children listen to and follow multi-step directions	<ul style="list-style-type: none"> • Unit 1, Pg. 6 Listening Rug Rules • Unit 6, Pg. 75 Grown-up Manners

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
SUBDOMAIN: Language Development (LD): Expressive Communication		
STANDARD LD 2: Communicate with others to express self.		
LD 2.1.4 Communicate using longer sentences, including the use of descriptive details and vocabulary and/or combining two or three phrases.	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • Sum Up, Five Ws • Describe Characters • Find an Answer • Look at Details 	<ul style="list-style-type: none"> • Unit 2, Pg. 260 Bears Above, Below, Next To, On • Unit 2, Pg. 221 Over, Under, Through • Unit 2, Pg. 229 Top, Beside, Bottom • Unit 3, Pg. 304 Farmer Mash • Unit 4, Pg. 117 Giraffes Can Dance! • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 6, Pg. 24 Fingerprints: Same or Different?
LD 2.2.4 Communicate about abstract ideas, tell a story, describe past experiences, and discuss objects that are not physically present using verbal communication. Adjust communication strategies if the message is not understood.	Waterford Early Learning provides many activities related to vocabulary acquisition and use. Online books include bold-faced vocabulary words. When any word is selected, students hear the word repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities
LD 2.3.4 Answer and ask complex questions to learn more about topics of interest, understand tasks, and solve problems with explanation or follow-up questions.	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • Sum Up, Five Ws • Describe Characters • Find an Answer • Look at Details 	<ul style="list-style-type: none"> • Unit 2, Pg. 260 Bears Above, Below, Next To, On • Unit 2, Pg. 229 Top, Beside, Bottom • Unit 3, Pg. 304 Farmer Mash • Unit 4, Pg. 117 Giraffes Can Dance! • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 6, Pg. 24 Fingerprints: Same or Different?
LD 2.4.4 Use several words that explain the same idea (i.e. synonyms) and opposites. Use acquired vocabulary in conversations. Determine the meaning of unknown words using prior knowledge and context clues in conversation.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.	<ul style="list-style-type: none"> • Unit 1, Pg. 24 What Do Scientists Do? • Unit 1, Pg. 44 Getting Acquainted • Unit 1, Pg. 54 Morning Meeting • Unit 1, Pg. 83 Pat-a-Cake: Dough Time • Dramatic Play Activities

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
STANDARD LD 2: Communicate with others to express self <i>continued</i>.		
LD 2.5.4 Speak in a way that is understood by unfamiliar listeners, with few pronunciation errors. Correctly use a variety of different types of words, including prepositions, regular and irregular plural nouns, pronouns, possessives and regular and irregular past tense verbs, most of the time.	<ul style="list-style-type: none"> Songs: What is a Sentence?; Sentence Marks Sentences Nouns Verbs Plural Nouns 	<ul style="list-style-type: none"> Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last
SUBDOMAIN: Language Development (LD): Social and Conversational Rules		
STANDARD LD 3: Children use social and conversational rules.		
LD 3.1.4 Initiate communication with peers by asking questions or using verbal cues.	Social-emotional videos model conversations and discussions between various characters that demonstrate language in context, with appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> Unit 1, Pg. 44 Getting Acquainted Unit 2, Pg. 190 Dramatic Play: Junkyard Unit 3, Pg. 330 Dramatic Play: Fire Station Unit 7, Pg. 141 Tool Workshop Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth
LD 3.2.4 Initiate and participate in conversations that involve multiple turn-taking exchanges, with each exchange relating to and building upon the previous. Use appropriate volume and intonation to match the situation when communicating.	Social-emotional videos model conversations and discussions between various characters that demonstrate language in context, with appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> Unit 1, Pg. 44 Getting Acquainted Unit 2, Pg. 190 Dramatic Play: Junkyard Unit 3, Pg. 330 Dramatic Play: Fire Station Unit 7, Pg. 141 Tool Workshop Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth
LD 3.3.4 Participate in a group discussion, making comments and asking questions related to the topic. Follow commonly accepted norms of communication in group settings with increasing independence.	Social-emotional videos model conversations and discussions between various characters that demonstrate language in context, with appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	<ul style="list-style-type: none"> Unit 1, Pg. 10 Good Playing Rules Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully Unit 7, Pg. 184 Consequence Game Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth <p>Family Resources:</p> <ul style="list-style-type: none"> Consequence Cards English Spanish
LD 3.4.4 Speak in full sentences that are grammatically correct within their home language most of the time.	Social-emotional videos model conversations and discussions between various characters that demonstrate language in context, with appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.	

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
SUBDOMAIN: Early Literacy (EL): Phonological Awareness		
Standard EL 1: Children demonstrate awareness that spoken language is composed of smaller segments of words and sounds.		
EL 1.1.4 Identify and produce rhyming words.	<ul style="list-style-type: none"> Sing a Rhyme Songs/Books (See titles at end of document) Rhyme Rhyme Match Finish the Picture One Doesn't Rhyme Rhyming Words 	<ul style="list-style-type: none"> Unit 1, Pg. 51 Fancy Rhyming Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer Unit 2, Pg. 164 The Hungry Thing Rhyme Play Unit 2, Pg. 174 Mother, Mother, I Am Ill: Rhyme Discrimination
EL 1.2.4 Identify the initial sound in a spoken word with guidance and support.	<ul style="list-style-type: none"> Initial Sound Right Initial Sound 	<ul style="list-style-type: none"> Introduction, Pg. 13 Reading Center Story Time Activities
EL 1.3.4 Segment spoken sentences into individual words.	<ul style="list-style-type: none"> Segment Spoken Sentences 	
EL 1.4.4 Identify syllables in spoken words.	<ul style="list-style-type: none"> Syllable Syllable Safari 	<ul style="list-style-type: none"> Unit 5, Pg. 144 Listening Activity: Elephant Syllables Unit 5, Pg. 156 Listening Activity: Fishy Syllables Unit 5, Pg. 166 Listening Activity: Fast Syllables
EL 1.5.4 Blend a sequence of spoken syllables to produce words.	<ul style="list-style-type: none"> Identify Compound Words Syllable Deletion With Compound Words 	<ul style="list-style-type: none"> Unit 4, Pg. 116 I Go: Syllable Awareness and Letter Sound /d/ Unit 5, Pg. 150 Five: Combine Syllables and Letter Sound /f/
EL 1.6.4 Blend onsets and rimes of single syllable spoken words with guidance and support.	<ul style="list-style-type: none"> Initial Sound Right Initial Sound Blend Onset/Rime Sounds 	<ul style="list-style-type: none"> Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds Unit 6, Pg. 4 Listening Activity: Action Words Onset-Rime Unit 6, Pg. 11 Magnifying Glass: Onset-Rime and Letter Sound /m/ Unit 6, Pg. 16 Listening Activity: Magnifying Glass: Onset Rime Unit 6, Pg. 21 New: Onset-Rime and Letter Sound /n/ Unit 6, Pg. 52 Initial Sounds and Letter Sound /p/ Unit 6, Pg. 84 Rascal's Rotten Day: Initial Sounds and Letter sound /r/

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
SUBDOMAIN: Early Literacy (EL): Print Concepts		
STANDARD EL 2: Children demonstrate knowledge of books and how print conveys meaning.		
EL 2.1.4 Recognize and name pictures, symbols, and logos in the environment.	<ul style="list-style-type: none"> Words in your World 	<ul style="list-style-type: none"> Introduction, Pg. 13 Reading Center Story Time Activities Unit 1, Pg. 39 Story Time Activity Unit 1, Pg. 46 The Apple Tree: Discuss the Story
EL 2.2.4 Demonstrate an understanding that print has meaning and corresponds with spoken language. Demonstrates awareness that written words are made up of a group of individual letters.	<ul style="list-style-type: none"> Print Concepts Letters Make Words 	<ul style="list-style-type: none"> Unit 1, Pg. 82 Letters Make Words Unit 1, Pg. 23 Morning Message
EL 2.3.4 Hold a book right side up while turning pages one by one from front to back. Identify parts of a book such as the front, back, and title. Demonstrate awareness of some conventions of print (e.g., capital letters, where to start reading on a page). Describe the role of the author and illustrator of a text.	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motion. Lessons highlight text for the learner which helps show the sequence of print.	<ul style="list-style-type: none"> Introduction, Pg. 13 Reading Center Story Time Activities Unit 1, Pg. 39 Story Time Activity Unit 1, Pg. 46 The Apple Tree: Discuss the Story
EL 2.4.4 Demonstrate interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.	<ul style="list-style-type: none"> Read with Me Books Informational Books Sing a Rhyme Songs/Books Decodable Books (See titles at end of document.) 	<ul style="list-style-type: none"> Unit 1, Pg. 38 Illustration Investigation Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last Storytelling Festival Story Time Activities

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
SUBDOMAIN: Early Literacy (EL): Alphabet Awareness		
STANDARD EL 3: Children recognize and identify letters and make letter-sound connections.		
EL 3.1.4 Recognize and name many of the letters in the alphabet, specifically letters in their own name, as well as letters that occur frequently in the environment.	<ul style="list-style-type: none"> • ABC Songs • Letter Sound • Letters Introduction • Letter Pictures • Name That Letter • Fast Letter Fun • Letter Checker • Name Game 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 1, Pg. 22 Name Song • Unit 4, Pg. 43 Capital Letter Scrapbook • Unit 4, Pg. 46 Lowercase Letters
EL 3.2.4 Identify or produce the sound of many recognized letters.	<ul style="list-style-type: none"> • Songs: Mama Squirrel Sound Song; Apples and Bananas; Old MacDonald Has Some Vowels; • Consonants • Sound Song • Sound Room • Letter Sound • Name That Letter Sound • Letter Sound Screening • Choose a Sound 	<ul style="list-style-type: none"> • Capital Letter Introductions • Lowercase Letter Introductions • Unit 1, Pg. 17 Llama Llama Sounds • Unit 1, Pg. 118 Sound Order • Unit 2, Pg. 194 Jack and Jill Rhyme Discrimination • Unit 2, Pg. 199 Rhyme Race • Unit 4, Pg. 72 Andy's Adventure: Short and Long Words and Letter Sound /a/
EL 3.3.4 Recognize their own name and some common words in print.	<p>The child's name is displayed on the lower-left corner of the activity screen during each session of Waterford.</p> <ul style="list-style-type: none"> • Name Game (What's Your Name?) 	<ul style="list-style-type: none"> • Unit 1, Pg. 22 Name Song • Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names <p><i>Family Resources:</i></p> <ul style="list-style-type: none"> • Name Writing English Spanish

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
SUBDOMAIN: Early Literacy (EL): Comprehension		
STANDARD: EL 4: Children show interest in and gain understanding from a variety of early literacy experiences.		
EL 4.1.4 Tell make-believe or real-life stories using a sequence of at least 2–3 connected events.	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • Sum Up, Five Ws • Describe Characters • Find an Answer • Look at Details 	<ul style="list-style-type: none"> • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last • Unit 6, Pg. 89 Storytelling Festival
EL 4.2.4 Describe some key details from familiar stories, such as characters, setting, and/or major events.	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • Sum Up, Five Ws • Describe Characters • Find an Answer • Look at Details 	<ul style="list-style-type: none"> • Story Time Activities
EL 4.3.4 Ask or answer questions about key details in a familiar story, informational book, or other text. Make predictions about events that might happen next, with guidance and support.	<ul style="list-style-type: none"> • Ask a Question • What Comes Next? • Peek at the Story • Science Investigation 	<ul style="list-style-type: none"> • Unit 7, Pg. 150 What Doesn't Belong?
EL 4.4.4 Recall their own experiences that relate to events and information from stories or informational texts	<ul style="list-style-type: none"> • Making Connections 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Story Time Activities • Unit 1, Pg. 39 Story Time Activity • Unit 1, Pg. 46 The Apple Tree: Discuss the Story • Unit 5, Pg. 212 Jumbled: finding J Words and Letter Sound /j/

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
STANDARD: EL 4: Children show interest in and gain understanding from a variety of early literacy experiences <i>continued</i>.		
EL 4.5.4 Analyze and reason about stories and other text with guidance and support during shared reading experiences.	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Decodable Books • Informational Books (See titles at end of document.) <ul style="list-style-type: none"> • Ask a Question • What Comes Next? • Peek at the Story • Science Investigation 	<ul style="list-style-type: none"> • Unit 7, Pg. 150 What Doesn't Belong?
EL 4.6.4 Recognize differences between stories/ make believe, information text, and poetry.	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Decodable Books • Informational Books (See titles at end of document.)	
SUBDOMAIN: Early Literacy (EL): Emergent Writing		
STANDARD EL 5: Children write and draw to express their ideas, using some letters and print conventions.		
EL 5.1.4 Use writing for a variety of purposes to convey meaning.	Waterford Early Learning encourages everyone to have writing and art materials available for children's creations.	<ul style="list-style-type: none"> • Unit 1, Pg. 56 Pencil Grip
EL 5.2.4 Write some letters of meaningful words such as their name, using lette	<ul style="list-style-type: none"> • Letter Trace • Name Game 	<ul style="list-style-type: none"> • Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names • Unit 1, Pg. 74 Name Magnetsl
EL 5.3.4 Attempt to write some words using invented spelling. Demonstrate awareness of some print conventions (e.g.,moving from left to right when writing;leaving space between some groups of letters).	<ul style="list-style-type: none"> • Letter Trace • Name Game • Print Concepts • Letters Make Words 	<ul style="list-style-type: none"> • Introduction, Pg. 13 Reading Center • Unit 1, Pg. 27 Letter Tile Names • Unit 1, Pg. 37 Print Knowledge: Books • Story Time Activities • Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names • Unit 1, Pg. 74 Name Magnetsl • Unit 1, Pg. 82 Letters Make Words • Unit 1, Pg. 127 Dramatic Play: Construction Site

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
STANDARD EL 5: Children write and draw to express their ideas, using some letters and print conventions <i>continued</i>.		
EL 5.4.4 Dictate elaborative or meaningful information or stories for someone to write down. Use writing and/or digital tools to communicate information. Use classroom resources (e.g., labels; anchor charts) to support writing.	Waterford Early Learning encourages everyone to have writing and art materials available for children's creations.	<ul style="list-style-type: none"> Journal Activities Story Time Activities Introduction, Pg. 17 Writing Center
PHYSICAL DEVELOPMENT (PD)		
SUBDOMAIN: Physical Development (PD): Gross Motor Skills		
STANDARD PD 1: Children demonstrate large muscle control and coordination.		
PD 1.1.4 Demonstrate increasing awareness of body and space in relation to other people and objects in physical play activities.		<ul style="list-style-type: none"> Unit 1, Pg. 130 We're Standing on One Foot! Unit 3, Pg. 276 Run, Run! Shade or Sun Unit 4, Pg. 42 Birds on a Perch Unit 6, Pg. 122 Obstacle Course
PD 1.2.4 Coordinate movements of the whole body (locomotor skills) with control and balance to perform more complex tasks.		<ul style="list-style-type: none"> Unit 1, Pg. 130 We're Standing on One Foot! Unit 3, Pg. 276 Run, Run! Shade or Sun Unit 4, Pg. 42 Birds on a Perch Unit 5, Pg. 233 Slide Like a Snail Unit 6, Pg. 122 Obstacle Course
PD 1.3.4 Demonstrate coordination when using objects during active play (e.g., throwing, catching, kicking balls).		<ul style="list-style-type: none"> Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce Unit 6, Pg. 7 Dramatic Play: Gym Unit 6, Pg. 122 Obstacle Course
PD 1.4.4 Demonstrate increased strength and stamina that allows for participation in active play activities for extended periods of time.		<ul style="list-style-type: none"> Unit 1, Pg. 143 Builders and Bulldozers Unit 3, Pg. 276 Run, Run! Shade or Sun Unit 4, Pg. 42 Birds on a Perch Unit 5, Pg. 233 Slide Like a Snail Unit 6, Pg. 53 Floating Robots Unit 6, Pg. 108 Exercise Makes Me Better Unit 6, Pg. 122 Obstacle Course

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
SUBDOMAIN: Physical Development (PD): Fine Motor Skills		
STANDARD PD 2: Children demonstrate small muscle control and coordination.		
PD 2.1.4 Coordinate the use of hands, fingers, and wrists to manipulate objects and perform activities and tasks with precision.	The use of Waterford courseware requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words.	<ul style="list-style-type: none"> • Unit 1, Pg. 11 Hand Washing • Unit 1, Pg. 114 Snip, Snip, Cut • Unit 2, Pg. 254 Polly Put the Kettle On • Unit 3, Pg. 314 Cutting Shapes • Unit 6, Pg. 79 Bath Time • Unit 7, Pg. 174 Taking Care of My Teeth
PD 2.2.4 Demonstrate eye-hand coordination to perform complex tasks (e.g., cutting on lines, drawing) with moderate levels of precision and control.	The daily use of a touch pad or mouse develops eye-hand coordination skills.	<ul style="list-style-type: none"> • Unit 1, Pg. 11 Hand Washing • Unit 1, Pg. 56 Writing Letter A • Unit 1, Pg. 114 Snip, Snip, Cut • Unit 2, Pg. 254 Polly Put the Kettle On • Unit 3, Pg. 314 Cutting Shapes • Unit 6, Pg. 79 Bath Time • Unit 7, Pg. 174 Taking Care of My Teeth
SUBDOMAIN: PHYSICAL DEVELOPMENT (PD): HEALTHY BEHAVIORS		
STANDARD PD 3: Children will demonstrate healthy and safe behaviors.		
PD 3.1.4 Initiate and engage in a variety of physical activities (e.g., games, exercises) that enhance physical fitness.	<ul style="list-style-type: none"> • Book: We All Exercise • Exercise and Rest 	<ul style="list-style-type: none"> • Unit 1, Pg. 143 Builders and Bulldozers • Unit 3, Pg. 276 Run, Run! Shade or Sun • Unit 4, Pg. 42 Birds on a Perch • Unit 5, Pg. 233 Slide Like a Snail • Unit 6, Pg. 53 Floating Robots • Unit 6, Pg. 108 Exercise Makes Me Better • Unit 6, Pg. 118 Come Rest Awhile (Yoga) • Unit 6, Pg. 122 Obstacle Course
PD 3.2.4 Identify different foods that are healthy and indicate why a particular food is healthy or unhealthy.	<ul style="list-style-type: none"> • Song: Health • Healthy Food 	<ul style="list-style-type: none"> • Unit 3, Pg. 319 Plant Part Salad • Unit 7, Pg. 205 Healthy Eating <p>Family Resources:</p> <ul style="list-style-type: none"> • My Healthy Plate English Spanish

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
STANDARD PD 3: Children will demonstrate healthy and safe behaviors <i>continued</i>.		
PD 3.3.4 Identify and follow safety rules with minimal guidance from adults (e.g., hold an adult's hand when crossing the street, walk rather than run when indoors).	<ul style="list-style-type: none"> Song: Sun Blues Lightning Safety 	<ul style="list-style-type: none"> Unit 3, Pg. 334 Tuesday Story: Call For Help Unit 3, Pg. 337 Emergency! Unit 3, Pg. 373 Trusted Adults Unit 6, Pg. 66 Good Friends Activity: I'm in Charge of My Body Unit 6, Pg. 117 Digital Safety Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe Unit 7, Pg. 155 Safe Eating: Gallery Refreshments <p><i>Family Resources:</i></p> <ul style="list-style-type: none"> Emergency Preparedness for Kids English Spanish Fire Safety for Kids English Spanish
PD 3.4.4 Begin to identify and alert others of potential hazards.	<ul style="list-style-type: none"> Song: Sun Blues Book: The Germs Avoid Germs and Prevent Illness Germs Lightning Safety 	<ul style="list-style-type: none"> Unit 3, Pg. 334 Tuesday Story: Call For Help Unit 3, Pg. 337 Emergency! Unit 3, Pg. 373 Trusted Adults Unit 6, Pg. 66 Good Friends Activity: I'm in Charge of My Body Unit 6, Pg. 117 Digital Safety Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe Unit 7, Pg. 155 Safe Eating: Gallery Refreshments <p><i>Family Resources:</i></p> <ul style="list-style-type: none"> Emergency Preparedness for Kids English Spanish Fire Safety for Kids English Spanish
DOMAIN: INTERPERSONAL SKILLS (IS)		
SUBDOMAIN: Interpersonal Skills (IS): Relationships with Adults		
STANDARD IS 1: Children engage in and maintain positive relationships and interactions with adults.		
IS 1.1.4 Demonstrate recognition of familiar adults using multiple and varied actions or words.		<ul style="list-style-type: none"> Unit 3, Pg. 375 Trusted Adults <p><i>Family Resources:</i></p> <ul style="list-style-type: none"> Lots of Feelings English Spanish
IS 1.2.4 Separate from familiar adults in new settings, such as joining other children to play at a birthday party.		<ul style="list-style-type: none"> Unit 1, Pg. 4 Arrival and Toy Time Unit 1, Pg. 44 Getting Acquainted

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
STANDARD IS 1: Children engage in and maintain positive relationships and interactions with adults <i>continued</i>.		
IS 1.3.4 Work with adults to generate ideas for accomplishing tasks or solving problems, then implement suggestions independently.	<ul style="list-style-type: none"> • Lost and Found • Lost Dinosaur 	<ul style="list-style-type: none"> • Unit 1, Pg. 44 Getting Acquainted • Unit 2, Pg. 164 The Hungry Thing Rhyme Play • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 6, Pg. 20 May I Help Game • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver • Unit 7, Pg. 150 What Doesn't Belong?
IS 1.4.4 Interact with adults new to their environment (e.g., substitute caregiver), such as asking a nurse questions at the doctor's office.		<ul style="list-style-type: none"> • Unit 6, Pg. 118 Come Rest Awhile (Yoga)
IS 1.5.4 Interact with adults to share ideas and plan activities, such as asking an adult to help sound out a new word in a book.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Unit 6, Pg. 20 May I Help Game • Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver
SUBDOMAIN: Interpersonal Skills (IS): Relationships with Children		
STANDARD IS 2: Children engage in and maintain positive relationships and interactions with other children.		
IS 2.1.4 Interact or play cooperatively with a small group of children for a sustained period of time, such as working with a group of children to build a house out of blocks.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others' rights and property as well as their own.	
IS 2.2.4 Demonstrate prosocial behavior (e.g., taking turns, sharing) when playing with other children with few reminders, such as playing with a toy and then passing the toy to another child who wants it.	<ul style="list-style-type: none"> • It's Not Fair! • Do I Have To? • Musical Mayhem • Boo Hoo Baby 	<ul style="list-style-type: none"> • Unit 1, Pg. 76 Taking Turns Game • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
STANDARD IS 2: Children engage in and maintain positive relationships and interactions with other children <i>continued</i>.		
IS 2.3.4 Demonstrate preference to routinely play with one or more specific children, such as describing another child as their “best friend”	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others’ rights and property as well as their own.	<ul style="list-style-type: none"> • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words
IS 2.4.4 Initiate , join in, and sustain positive interactions with a small group of children, such as asking if they can play a game with a small group of children.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others’ rights and property as well as their own.	<ul style="list-style-type: none"> • Unit 1, Pg. 10 Good Playing Rules • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words • Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?
IS 2.5.4 Suggest solutions to resolve conflicts with other children with limited adult support, such as telling another child, “I’m playing with these cars, so here is a truck you can use to play.”	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> • Unit 1, Pg. 88 Let’s Play • Unit 4, Pg. 66 Good Friends Activity: Two Friends • Unit 4, Pg. 84 Working Together • Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend • Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver
SUBDOMAIN: Interpersonal Skills (IS): Self-Esteem		
STANDARD IS 3: Children recognize themselves as individuals and express positive self-esteem.		
IS 3.1.4 Use words to describe personal physical characteristics (e.g., hair color, eye color).	<ul style="list-style-type: none"> • Books: Mine; Ooey, Gooley Mud • My Family: My Name Is Squirrel • Squirrel’s Sketches 	<ul style="list-style-type: none"> • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words
IS 3.5.4 Demonstrate confidence in one’s own abilities, taking on new and challenging activities, and declining help when offered, such as offering to help other children tie shoes after tying their own shoes.	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby’s Ball • Musical Mayhem • Papa’s Thumb • Perfect Present • Squirrel’s Sketches 	<ul style="list-style-type: none"> • Unit 2, Pg. 188 Full Buckets • Unit 2, Pg. 202 Kind Kids • Unit 5, Pg. 226 Good Friends Activity: I’m a Good Friend • Unit 5, Pg. 238 Friends Use Kind Words

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
STANDARD IS 3: Children recognize themselves as individuals and express positive self-esteem <i>continued</i>.		
IS 3.6.4 Describe oneself using positive terms (e.g., hard worker, good at drawing).	<ul style="list-style-type: none"> Perfect Present Squirrel's Sketches 	<ul style="list-style-type: none"> Unit 1, Pg. 32 Train My Brain: Determination Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver Unit 7, Pg. 131 Good Friends Activity: I Pay Attention <p><i>Family Resources:</i></p> <ul style="list-style-type: none"> Role Play English Spanish Rock-a-Bye, Baby Lullaby English Spanish Guess My Rule English Spanish
SUBDOMAIN: Interpersonal Skills (IS): Self-Regulation		
STANDARD IS 4: Children moderate their behavior and respond to the feelings of others.		
IS 4.1.4 Express strong feelings in a manner that is safe for self and others with occasional adult support, such as telling another child, "I'm mad at you because you don't want to play my game."	<ul style="list-style-type: none"> Books: : I Hate Peas; Ooey, Gooey Mud; Bad News Shoes; Movin' to the Music Time My Family Come Inside Squirrel's Sketches 	<ul style="list-style-type: none"> Unit 1, Pg. 149 I Am, I Can Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling Unit 6, Pg. 14 Picturing My Body Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things! Unit 7, Pg. 246 I Know
IS 4.2.4 Accurately name one's own feelings and identify them in various situations, such as a child asking for a hug when feeling sad.	<ul style="list-style-type: none"> Do I Have To? Clubhouse Papa's Thumb Where's Papa? Lost and Found Broken Vase Come Inside 	<ul style="list-style-type: none"> Unit 1, Pg. 149 I Am, I Can Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things! Unit 7, Pg. 246 I Know
IS 4.3.4 Accurately name feelings in others, predict causes, and respond with care and concern (e.g., "He's sad because someone took his toy. He can have mine. ").	<ul style="list-style-type: none"> Boo Hoo Baby Baby's Ball Musical Mayhem Papa's Thumb 	<ul style="list-style-type: none"> Unit 2, Pg. 188 Full Buckets Unit 2, Pg. 202 Kind Kids Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend Unit 5, Pg. 238 Friends Use Kind Words

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
STANDARD IS 4: Children moderate their behavior and respond to the feelings of others <i>continued</i>.		
IS 4.5.4 Participate in routines, manage transitions, and follow adult guidelines for behavior, adapting to changes in each as needed, such as transitioning easily from play inside to play outside and then to clean-up time with adult prompts.	<ul style="list-style-type: none"> • Perfect Present • Soup's On! • Boo Hoo Baby 	<ul style="list-style-type: none"> • Introduction, Pg. 7 Making Changes • Unit 1, Pg. 29 Reflection and Dismissal • Unit 3, Pg. 350 Friday Story: The Perfect Square
IS 4.6.4 Predict consequences of one's own and others' actions and behavior with adult support, such as when a child knows not to leave the caps off of markers to prevent their drying.	<ul style="list-style-type: none"> • Find Me! • Lost and Found • It's Not Fair! • Do I Have To? 	<ul style="list-style-type: none"> • Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling <p>Family Resources:</p> <ul style="list-style-type: none"> • Emotion Cards English Spanish
IS 4.7.4 Manage reactions and behavior with occasional verbal, visual, or auditory reminders, such as singing a song with an adult while waiting for a turn to swing	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others' rights and property as well as their own.	<ul style="list-style-type: none"> • Introduction, Pg. 6 The Listening Rug • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 29 Reflection and Dismissal • Unit 1, Pg. 40 Snack • Unit 1, Pg. 54 Morning Meeting • Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 4, Pg. 26 Journal Prompt: I feel • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 57 Self-Control Instruments • Unit 6, Pg. 75 Grown-up Manners • Unit 7, Pg. 139 Painting My Feelings

Louisiana ELD Standards	Waterford Digital Activities	Waterford Resources
STANDARD IS 4: Children moderate their behavior and respond to the feelings of others <i>continued</i>.		
IS 4.9.4 Able to decrease intensity of reactions more consistently, with adult support when needed, such as choosing a new activity rather than arguing with another child about sharing.		<ul style="list-style-type: none"> • Introduction, Pg. 6 The Listening Rug • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 6 Listening Rug Rules • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 29 Reflection and Dismissal • Unit 1, Pg. 40 Snack • Unit 1, Pg. 54 Morning Meeting • Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling • Unit 4, Pg. 26 Journal Prompt: I feel • Unit 4, Pg. 35 Good Friends Activity: I Can Calm Down • Unit 4, Pg. 47 Quiet Bottles • Unit 4, Pg. 57 Self-Control Instruments • Unit 6, Pg. 75 Grown-up Manners • Unit 7, Pg. 139 Painting My Feelings
IS 4.10.4 Follow rules and routines with occasional reminders from adults, such as consulting a picture schedule to remind oneself of the next daily activity, like outside time.		<ul style="list-style-type: none"> • Unit 1, Pg. 4 Arrival and Toy Time • Unit 1, Pg. 29 Reflection and Dismissal • Unit 1, Pg. 40 Snack • Unit 1, Pg. 54 Morning Meeting <p><i>Family Resources:</i></p> <ul style="list-style-type: none"> • Garbage Elves English Spanish • Guess My Rule English Spanish • Clean Up Together English Spanish

Pre-Reading

Sing a Rhyme Songs & Books

The Apple Tree / Baa, Baa, Black Sheep / Pat-a-cake / Hey Diddle, Diddle / One Elephant Went Out to Play / The Farmer in the Dell / Ten Little Goldfish / All the Pretty Little Horses / Mother, Mother, I Am Ill / Jack and Jill / Three Little Kittens / Mary Had a Little Lamb / Little Miss Muffet / I Touch My Nose Like This / Polly, Put the Kettle On / This Little Pig / Quack, Quack, Quack / Rock-a-Bye Baby / Itsy Bitsy Spider / The Bus / My Valentine / Where Is Thumbkin? / 1, 2, Buckle My Shoe / Yankee Doodle / Zig Zag

Informational Books

Opposites / Pairs / Watch the Woolly Worm

Read With Me Books

Andy's Adventure / Baby's Birthday / At Camp / My Dinosaur / Eleven Elephants / Five / Go, Grasshopper / Hair / Who Has an Itch? / Jumbled / Here, Kitty, Kitty / Long Lewie / Magnifying Glass / New / Opposites / Pairs / The Quiet Book / Rascal's Rotten Day / Six Silly Sailors / Together / Under / Family Vacation / Watch the Woolly Worm / Rex Is in a Fix / Yummy / The Zebra

Early Readable Books

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

Basic Reading

Traditional Tales and Stories

The Gingerbread Man / The Little Red Hen / Lizard and the Painted Rock / Anansi and the Seven Yam Hills / The Big Mitten / The Three Little Pigs / The City Mouse and the Country Mouse / Goldilocks and the Three Bears / The Magic Porridge Pot / The Three Wishes / Henny Penny / Mr. Lucky Straw / La Tortuga / The Shoemaker and the Elves / The Brothers / The Ugly Duckling

Informational Books

I Want to Be a Scientist Like Jane Goodall / I Wish I Had Ears Like a Bat / I Want to Be a Scientist Like Wilbur and Orville Wright / I Want to Be a Scientist Like George Washington Carver / Star Pictures / Animal Bodies / Water Is All Around

Readable Books

Me / The Snowman / The Mitten / I Am Sam / What Am I? / Sad Sam / Dad's Surprise / Tad / Matt's Hat / What Is It? / Dan and Mac / What a Band! / Pat Can Camp / The Rabbit and the Turtle / Stop the Frogs! / Bob and Tab / Hot Rods / Happy Birthday / Go, Frog, Go! / Pip, the Big Pig / What Is in the Pit? / Prints! / Who Is at the Door? / The Big Trip / Who Will Go in the Rain? / Let's Get Hats! / Slug Bug / Green Gum / Lizzy the Bee / Little Duck / Thump, Bump! / The Tree Hut / The Big Hill / What's in the Egg? / Dev and His New Pet / Chet and Chuck / What Do I Spy? / Quick! Help! / Can We Still Be Friends? / Fun in Kansas / Brave Dave and Jane / My Snowman / Space Chase Race / Oh No, Mose! / Smoke! / The Note / The Snoring Boar / Shopping Day / Friends / Two Little Pines / Can Matilda Get the Cheese? / Let's Go to Yellowstone / Maddy and Clive / Brute and the Flute / Old Rosa / What Is in the Tree? /

Too Much Popcorn / Old King Dune / Riding in My Jeep / Sammy and Pete / Will You Play with Me? / The Rescue / Who Am I? / Matt's Hat / What Is It? / Dan and Mac / What a Band! / Pat Can Camp / The Rabbit and the Turtle / Stop the Frogs! / What Is in the Pit? / Prints! / Who Is at the Door? / What Am I? / Sad Sam / The Big Trip / Dad's Surprise / Tad / Who Will Go in the Rain? / Let's Get Hats! / Slug Bug / Green Gum / Lizzy the Bee / Little Duck / Thump, Bump! / The Tree Hut / The Big Hill / What's in the Egg? / Dev and His New Pet / Old Rosa / What Is in the Tree? / Too Much Popcorn / Old King Dune / Riding in My Jeep / Sammy and Pete / Will You Play with Me? / The Rescue / Chet and Chuck / What Do I Spy? / Quick! Help! / Can We Still Be Friends? / Fun in Kansas / Brave Dave and Jane / My Snowman / Space Chase Race / Oh no, Mose! / Smoke! / The Note / The Snoring Boar / Shopping Day / Friends / Two Little Pines / Can Matilda Get the Cheese? / Let's Go to Yellowstone / Maddy and Clive / Brute and The Flute / Who Am I? / Bob and Tab / Hot Rods / Happy Birthday / Go, Frog, Go! / Pip, the Big Pig / I Am Sam

Fluent Reading

Read-Along Books

Bad News Shoes / Up and Down / The Mighty Sparrow / The Four Seasons / I Met a Monster / David Next Door / Bandage Bandit / Rocks in My Socks / Great White Bird / The Snow Lion / Turtle's Pond / The Story Cloth / Lorenzo's Llama / Snake Weaves a Rug / The Crowded House / Sound / Noise? What Noise? / The Story of Tong and Mai Nhia / Duc Tho Le's Birthday Present / Poetry Book 1 / Wendel Wandered / What If You Were an Octopus? / Today I Write a Letter / I Hate Peas / The Talking Lizard / Darren's Work / The Bee's Secret / The Weather on Blackberry Lane / Little Tree / Treasures from the Loom / Poetry Book 2 / Mr. Croaky Toad / White-tailed Deer / The Courage to Learn / How Rivers Began / Pencil Magic / Water / The Sweater / Drawing / All on the Same Earth / Elephant Upstairs / The Pizza Book / What Will Sara Be? / Winter Snoozers / Why Wind and Water Fight / The Three Billy Goats Gruff / The Piñata Book / Discovering Dinosaurs / Macaw's Chorus / Amazing Tails / My Reptile Hospital / Movin' to the Music Time

Informational Books

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

Readable Books

The Show / Dinosaur Bones / Mike and the Mice / Huge Red Plum / The Bees / My Shark / Barnaby / Animals in the House / Do You Know? / Cow on the Hill / Clouds / The Noise in the Night / Strawberry Jam / Jade's Note / Bertie / Cory's Horn / The Lion and the Mouse / Lightning Bugs / Louis Braille / Troll's Visit / Andrew's News / Sue's Slime / The Name of the Tree / The Giant and the Hare / Frank's Pranks / Through the Back Fence / Fudge for Sale / Photos for Phil / Moose Are Not Meese / Little Barry Busy

Readable Story Sentences

Stop the Frogs! / Matt's Hat / What Is It? / Dan and Mac / What a Band! / What Is in the Pit? / Prints! / Who Is at the Door? / Sad Sam / The Big Trip / Dad's Surprise / Tad / Slug Bug / Green Gum / Lizzy the Bee / Little Duck / Thump, Bump! / The Big Hill / What's in the Egg? / Old Rosa / What is in the Tree? / Sammy and Pete / The Rescue / Chet and Chuck / Fun in Kansas / My Snowman / Oh No, Mose! / Smoke! / The Note / The Snoring Boar / Friends / Brute and the Flute / Bob and Tab / Hot Rods / Happy Birthday / The Mitten / Pat Can Camp / The Rabbit and the Turtle / What Am I? / Who Will Go in the Rain? / Let's Get Hats! / The Tree Hut / Rom and His New Pet / Too Much Popcorn / Old King Dune / Riding in My Jeep / Will You Play With Me? / What Do I Spy? / Quick! Help! / Can We Still Be Friends? / Brave Dave and Jane / Space Chase Race / Shopping Day / Two Little Pines / Can Matilda Get the Cheese? / Let's Go to Yellowstone / Maddy and Clive / Go, Frog, Go! / Pip, the Big Pig / I Am Sam / Who Am I?



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.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 (Spanish) / 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 Has Some 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).

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).