



Alignment December 2025

100%
Aligned

**Waterford
Upstart**

**Arizona Early
Learning Standards
2018**

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

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

Alignment Description

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

Waterford Digital Resources

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

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

Waterford Resources

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

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

Waterford Curriculum Details

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

Adaptive, Individualized Learning

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

Data-Informed Instruction

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

Research-Driven Development

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

Reading Sequence

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

Math and Science Sequence

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

SmartStart Sequence

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

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Arizona ELS Standards	Waterford Digital Activities	Waterford Family Resources
Social Emotional Standard		
Strand 1: Self		
Concept 1: Self-Awareness		
The child demonstrates an awareness of self.		
a. Demonstrates self-confidence.	<ul style="list-style-type: none"> • Books: Mine; José Three; Ooey, Goody Mud; My Reptile Hospital • Perfect Present • Squirrel's Sketches • Come Inside • My Family 	
b. Makes personal preferences known to others.	<ul style="list-style-type: none"> • Books: I Hate Peas; Ooey, Goody Mud; Bad News Shoes • Clubhouse • Squirrel's Sketches • Soup's On! 	
c. Demonstrates knowledge of self-identity/autonomy.	<ul style="list-style-type: none"> • Books: Mine; José Three • Come Inside • My Family • Clubhouse 	
d. Shows an awareness of similarities and differences between self and others.	<ul style="list-style-type: none"> • Songs: Same and Different • Books: In the Rain; Seeing Fingers; Mine • Come Inside • My Family • Clubhouse 	
e. Demonstrates developmentally appropriate cultural curiosity and responsiveness.	<ul style="list-style-type: none"> • Sing Around the World Songs 	<ul style="list-style-type: none"> • Role Play • What Would You Do? • Find the Ball

Arizona ELS Standards	Waterford Digital Activities	Waterford Family Resources
Concept 2: Recognizes and Expresses Feelings		
The child recognizes and expresses feelings of self and others.		
a. Associates emotions with words, facial expressions and body language.	<ul style="list-style-type: none"> Do I Have To? Clubhouse Papa's Thumb Where's Papa? Lost and Found Broken Vase Boo Hoo Baby 	<ul style="list-style-type: none"> Emotion Cards Lots of Feelings Guess How I'm Feeling
b. Identifies, describes, and expresses their own feelings.	<ul style="list-style-type: none"> Find Me! Lost and Found Broken Vase Boo Hoo Baby Do I Have To? 	<ul style="list-style-type: none"> Emotion Cards Lots of Feelings Guess How I'm Feeling
c. Identifies and describes feelings of others.	<ul style="list-style-type: none"> Musical Mayhem Boo Hoo Baby Baby's Ball 	<ul style="list-style-type: none"> Emotion Cards Lots of Feelings Guess How I'm Feeling
d. Expresses feelings of satisfaction in independent activities	<ul style="list-style-type: none"> Squirrel's Sketches Party Time Boo Hoo Baby 	
e. Expresses empathy for others.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the rights and property of others as well as their own.	

Arizona ELS Standards	Waterford Digital Activities	Waterford Family Resources
Concept 3: Self-Regulation		
The child manages the expression of feelings, thoughts, impulses, and behaviors.		
a. Understands and follows expectations in the learning environment.	Waterford's social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	
b. Adjusts behavior and adapts to transitions, daily routines, and unexpected events.	<ul style="list-style-type: none"> • Soup's On! • Do I Have To? 	<ul style="list-style-type: none"> • Emergency Preparedness for Kids
c. Chooses appropriate words and actions.	Social-emotional video series I Can Calm Down, models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to Stop, Think, and Choose.	
Strand 2: Relationships and Social Skills		
Concept 1: Attachment		
The child demonstrates the ability to engage in and maintain secure relationships.		
a. Expresses interest, curiosity, and trust with familiar adults.	<ul style="list-style-type: none"> • My Family • Where's Papa 	<ul style="list-style-type: none"> • Lots of Feelings
b. Seeks support from familiar adults.	<ul style="list-style-type: none"> • Lost and Found • Find Me! 	<ul style="list-style-type: none"> • Lots of Feelings
d. Separates from familiar adult with minimal distress.	<ul style="list-style-type: none"> • My Name is Squirrel • Squirrel's Sketches • Soup's On! 	

Arizona ELS Standards	Waterford Digital Activities	Waterford Family Resources
Concept 2: Social Interactions		
The child displays positive social behavior.		
a. Responds when adults or other children initiate interactions.	<ul style="list-style-type: none"> Find Me! Where's Papa? Marmot's Basket Soup's On! Musical Mayhem 	
b. Initiates and sustains positive interactions with adults and other children.	<ul style="list-style-type: none"> Find Me! Where's Papa? Marmot's Basket Soup's On! Mama's Melody 	
c. Acknowledges someone's perspective by demonstrating positive ways to resolve conflict.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	
Concept 3: Respect		
The child has an increasing capacity to understand social boundaries about behavior and the environment.		
a. Respects the rights and property of others.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the rights and property of others.	
b. Defends own rights and the rights of others.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the rights and property of others as well as their own.	
c. Shows respect for learning materials in the learning environment.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the rights and property of others as well as their own.	

Arizona ELS Standards	Waterford Digital Activities	Waterford Family Resources
Approaches to Learning Standard		
Strand 1: Initiative and Curiosity		
Concept 1: Initiative		
The child demonstrates motivation, independence, and responsibility while participating in a range of activities and routines.		
a. Seeks interaction with others.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect the rights and property of others as well as their own.	
b. Demonstrates independence during activities, routines, and play.	<ul style="list-style-type: none"> • Perfect Present • Clubhouse • Squirrel's Sketches 	
c. Exhibits flexibility, imagination, and inventiveness when attempting tasks and activities.	<ul style="list-style-type: none"> • Pretend Play • Baby's Ballet • Mama's Melody 	
Concept 2: Curiosity		
The child demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.		
a. Shows interest in learning new things and trying new experiences.	<ul style="list-style-type: none"> • Squirrel's Sketches • Perfect Present 	
b. Expresses interest in people.	<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 	

Arizona ELS Standards	Waterford Digital Activities	Waterford Family Resources
Concept 2: Curiosity continued		
c. Asks questions to get information.	<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 • Magnets 	
Strand 2: Attentiveness and Persistence		
Concept 1: Attentiveness		
The child demonstrates the ability to focus on an activity.		
a. Displays ability to pay attention when engaged in an activity.	Engaging activities throughout Waterford hold children's attention as they concentrate on each task.	
b. Sustains attention when engaged in an age-appropriate activity.	Engaging activities throughout Waterford hold children's attention as they concentrate on each task. Support provided within each activity can range from repeating instructions, to offering encouragement and visual clues, to step by step, follow-me instruction.	
c. Ability to return to activities after distractions and interruptions.	Engaging activities throughout Waterford hold children's attention as they concentrate on each task. Support provided within each activity can range from repeating instructions, to offering encouragement and visual clues, to step by step, follow-me instruction.	

Arizona ELS Standards	Waterford Digital Activities	Waterford Family Resources
Concept 2: Persistence		
The child demonstrates the ability to maintain and sustain a task.		
a. Pursues challenges.	Waterford helps build persistence by providing support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	
b. Copes with frustration or disappointment independently or with support.	<ul style="list-style-type: none"> • Perfect Present • Party Time 	
c. Establishes goals, generates plans, and follows through to completion.	<ul style="list-style-type: none"> • Books: Movin' to the Music Time; Inventions All Around; My Super Sticky Sandwich • Name Game • Pretend Play 	<ul style="list-style-type: none"> • Hi! Notes
Strand 3: Confidence and Resilience		
Concept 1: Confidence and Resilience		
The child demonstrates self-assurance, motivation, and stamina in a variety of circumstances.		
a. Expresses opinions or ideas.	<ul style="list-style-type: none"> • Find Me! • Lost and Found • It's Not Fair • Do I Have To? • Squirrel's Blocks • Lost Dinosaur • Papa's Thumb 	<ul style="list-style-type: none"> • Lots of Feelings • Guess How I'm Feeling • Emotion Cards

Arizona ELS Standards	Waterford Digital Activities	Waterford Family Resources
Concept 1: Confidence and Resilience <i>continued</i>		
b. Views self as competent and skilled.	<ul style="list-style-type: none"> Books: I Want to Be a Scientist Like: Jane Goodall; Wilbur and Orville Wright; George Washington Carver Science Investigation 	
c. Is willing to take risks and consider a variety of alternatives.	<ul style="list-style-type: none"> Clubhouse Marmot's Basket 	
d. Demonstrates a mindset of resilience when approaching challenging tasks.	When children need extra assistance to finish a task, Waterford helps build persistence by providing support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	
Strand 4: Creativity		
Concept 1: Creativity		
The child demonstrates the ability to express their own unique way of seeing the world.		
a. Uses imagination to generate innovative ideas.	<ul style="list-style-type: none"> Books: Movin' to the Music Time; Inventions All Around; My Super Sticky Sandwich Name Game Pretend Play 	<ul style="list-style-type: none"> Hi! Notes
b. Displays curiosity and acknowledges others' perspectives.	<ul style="list-style-type: none"> Books: What Will Sara Be?; What's In the Egg?; What Is a Cloud?; I Can't Wait; Who Is at the Door? Science Investigation Science Observation: From Egg to Chick 	
c. Engages in inventive social play.	<ul style="list-style-type: none"> Clubhouse Marmot's Basket Pretend Play 	

Arizona ELS Standards	Waterford Digital Activities	Waterford Family Resources
Strand 5: Reasoning and Problem-Solving		
Concept 1: Reasoning		
The child demonstrates the ability to think in a logical way.		
a. Gathers and analyzes information to reach a conclusion.	Social-emotional video series models conversations between characters as they gather information and reach conclusions. Two examples are Do I Have To? and It's Not Fair.	
b. Recognizes relationships between cause and effect.	<ul style="list-style-type: none"> Books: I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver Build Knowledge 	
c. Connects prior experience with new learning.	<ul style="list-style-type: none"> Find Me! 	
Concept 2: Problem-solving		
The child demonstrates the ability to focus energies on suitable solutions.		
a. Find out what is wanted or needed.	<ul style="list-style-type: none"> Books: Milton's Mittens Lost and Found Marmot's Basket 	
b. Defines the problem.	<ul style="list-style-type: none"> Songs: Problem Solving Books: Milton's Mittens 	<ul style="list-style-type: none"> Role Play Waiting Game
c. Brainstorms and chooses a solution to try.	<ul style="list-style-type: none"> Songs: Problem Solving Books: Milton's Mittens 	<ul style="list-style-type: none"> Role Play Waiting Game
d. Checks in to see if the solution worked.	<ul style="list-style-type: none"> Books: Milton's Mittens; Inventions All Around Act Out Addition Act Out Subtraction 	

Arizona ELS Standards	Waterford Digital Activities	Waterford Family Resources
Language and Literacy Standard		
Strand 1: Language		
Concept 1: Receptive Language Understanding		
The child demonstrates understanding of directions, stories, conversations, and nonverbal cues.		
a. Demonstrates understanding of a variety of finger-plays, rhymes, chants and songs, poems, conversations, and stories.	Sing a Rhyme Songs/Books offer many rhymes, chants, poems, conversations, and stories for children to enjoy. Children hear the books read, see the picture story, and can manipulate the pages of the online book.	
b. Engages actively in finger-plays, rhymes, chants and songs, poems, conversations, and stories.	Sing a Rhyme Songs/Books offer many rhymes, chants, poems, conversations, and stories for children to enjoy. Children hear the books read, see the picture story, and can manipulate the pages of the online book.	
c. Demonstrates understanding and follows directions that involve: one step, two steps, or multiple steps.	Children interacting with Waterford activities are constantly listening to input and responding with choices, often following multi-step directions.	
Concept 2: Expressive Language and Communication Skills		
The child uses verbal and nonverbal communication for a variety of purposes; to share observations, ideas, experiences, problem-solve, reason, predict, seek new information, and make connections.		
a. Communicates needs, wants, ideas, and feelings through three to five word sentences.	<ul style="list-style-type: none"> • Lost and Found • Find Me! • It's Not Fair • Do I Have To? • Squirrel's Blocks • Lost Dinosaur • Perfect Present 	<ul style="list-style-type: none"> • Lots of Feelings • Guess How I'm Feeling • Emotion Cards

Arizona ELS Standards	Waterford Digital Activities	Waterford Family Resources
Concept 2: Expressive Language and Communication Skills <i>continued</i>		
b. Speaks clearly and understandably to express ideas, feelings and needs.	<ul style="list-style-type: none"> • Do I Have To? • Vocab • Build Knowledge • It's Not Fair! • Find Me! 	
c. Makes culturally relevant responses (both verbal and nonverbal) to questions and comments from others.	Social-emotional videos model conversations and discussions that demonstrate appropriate social rules as characters communicate ideas and feelings.	
d. Initiates, sustains, and expands conversations with peers and adults using open-ended responses.	Social-emotional videos model multiple back and forth conversations, initiated and responded to by different characters.	
e. With modeling and support, child uses language that includes social rules; e.g., pragmatics, appropriate tone, volume, and inflection to express ideas, feelings, and needs.	Social-emotional videos model conversations and discussions that demonstrate appropriate social rules as characters communicate ideas and feelings.	
f. Uses culturally relevant responses such as eye contact, turn taking, and intonation while having conversations with adults and peers.	<ul style="list-style-type: none"> • Books: Seeing Fingers; Noise, What Noise? • It's Not Fair • Lost and Found • Boo Hoo Baby 	
g. Recognizes when the listener does not understand and varies the amount of information to clarify the message.	<ul style="list-style-type: none"> • Books: Seeing Fingers; Noise, What Noise? • It's Not Fair • Lost and Found • Boo Hoo Baby 	
h. With modeling and support, uses increasingly complex phrases and sentences.	Children interacting with Waterford are constantly listening to input and responding with choices, often increasing the complexity of phrases and sentences.	

Arizona ELS Standards	Waterford Digital Activities	Waterford Family Resources
Concept 3: Vocabulary		
The child understands and uses increasingly complex vocabulary.		
b. Uses rich vocabulary across many topic areas.	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.	
c. Figures out the meanings of unfamiliar words and concepts using the context of conversations, pictures that accompany text, or concrete objects.	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	
d. Uses category labels and names objects within a category; e.g., fruit, vegetable, animal, transportation.	<ul style="list-style-type: none"> • Songs: All Sorts of Laundry • Books: Buttons, Buttons • Sort 	
e. Demonstrates understanding of and uses words that indicate position and direction; e.g., in, on, out, under, over, off, besides, behind.	<ul style="list-style-type: none"> • Songs: Get Over the Bugs; Position Cat • Books: Up in the Air • Position • Inside, Outside, Between • Over, Under, and Through • Over, Under, Above, Below • Above, Below, Next to, On • First, Middle, Last 	

Arizona ELS Standards	Waterford Digital Activities	Waterford Family Resources
Strand 2: Emergent Literacy		
Concept 1: Concepts of Print		
The child knows that print carries messages.		
a. Identifies signs, symbols and labels in a variety of environments (environmental print).	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • Print Concepts • Words In Your World 	
b. Demonstrates and understands that print conveys meaning and that each spoken word can be written and read.	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words • Words Tell About the Pictures • Words In Your World 	
d. Recognizes that letters are grouped to form words.	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words 	
e. Recognizes own written name and the written names of friends and family.	<ul style="list-style-type: none"> • Name Game 	
f. Seeks information in printed materials.	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words • Words Tell About the Pictures 	
Concept 2: Book Handling Skills		
The child demonstrates how to handle books appropriately and with care.		
a. Holds a book right side up with the front cover facing the reader and understands left to right and top to bottom directionality.	All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. As the narrator reads, text is highlighted which helps show the sequence of print.	

Arizona ELS Standards	Waterford Digital Activities	Waterford Family Resources
Concept 2: Book Handling Skills <i>continued</i>		
b. Identifies where in the book to begin reading.	<ul style="list-style-type: none"> • Print Concepts 	
c. Understands a book has a title, author and/or illustrator.	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud.	
Concept 3: Phonological Awareness		
The child develops awareness that language can be broken in words, syllables, and smaller units of sounds (phonemes).		
a. Differentiates between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes).	<ul style="list-style-type: none"> • Rhyme Match • Finish the Picture • One Doesn't Rhyme • Rhyming Words • Rhyme With Me 	
b. Identifies rhyming words.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyming Song • Rhyme • Rhyme With Me • Rhyme Match • Finish the Picture • One Doesn't Rhyme 	
c. Produces rhyming words.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyming Song • Rhyme • Rhyme Match • Finish the Picture 	

Arizona ELS Standards	Waterford Digital Activities	Waterford Family Resources
Concept 3: Phonological Awareness continued		
d. Recognizes spoken words that begin with the same sound.	<ul style="list-style-type: none"> • Read with Me Books (See titles at end of document.) • Initial Sound • Right Initial Sound • Choose a Sound 	
e. Hears and shows awareness of separate words within spoken phrases or sentences.	<ul style="list-style-type: none"> • Look, Listen, and Match • Print Concepts 	
f. Identifies and discriminates syllables in words.	<ul style="list-style-type: none"> • Syllable • Syllable Safari 	
g. Combines onset and rime to form a familiar one-syllable word with and without pictorial support.	<ul style="list-style-type: none"> • Blend Onset/Rime Sounds • Blending • Blending Riddles • Blending Dragon • Blend Phonemes 	
Concept 4: Alphabet Knowledge		
The child demonstrates knowledge of the alphabet. Child identifies letters of the alphabet and produces correct sounds associated with several letters		
a. Discriminates letters from other shapes and symbols.	<ul style="list-style-type: none"> • ABC Songs • Letter Sound • Letters Introduction • Letter Pictures • Name That Letter • Fast Letter Fun • Letter Checker 	

Arizona ELS Standards	Waterford Digital Activities	Waterford Family Resources
Concept 4: Alphabet Knowledge <i>continued</i>		
b. Matches and recognizes similarities and differences in letters, with modeling and support.	<ul style="list-style-type: none"> • Sound Song • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound 	
c. Recognizes an increasing number of letters, especially those in own name, familiar objects, family, and friends.	<ul style="list-style-type: none"> • ABC Songs • Letter Sound • Letters Introduction • Letter Pictures • Name That Letter • Fast Letter Fun • Letter Checker 	
d. Demonstrates understanding of letters by producing letter forms using a variety of materials; e.g., playdough, blocks, marker, and paper.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
e. Uses letter-sound knowledge, identifying the sounds of a few letters and producing the correct sounds for an increasing number of letters.	<ul style="list-style-type: none"> • Sound Song • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound 	
Concept 5: Comprehension and Text Structure		
The child demonstrates an understanding of narrative structure through storytelling, questioning, and recall.		
a. Takes an active role in reading activities.	<ul style="list-style-type: none"> • Read with Me Books • Read-Along Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.)	

Arizona ELS Standards	Waterford Digital Activities	Waterford Family Resources
Concept 5: Comprehension and Text Structure continued		
b. Identifies characters and major events in a story.	<ul style="list-style-type: none"> Describe Characters Sum Up: Five Ws 	
c. Asks and answers a variety of questions about books or stories told or read aloud.	<ul style="list-style-type: none"> Find An Answer Picture Clues Sum Up: Five Ws 	
d. Draws connections between story events and personal experiences.	<ul style="list-style-type: none"> Making Connections Build Knowledge 	
e. Identifies events and details in the story and makes predictions.	<ul style="list-style-type: none"> Look at Details Peek at the Story Sum Up: Five Ws What Comes Next? 	
f. Gives an opinion for liking or disliking a book or story.		<ul style="list-style-type: none"> Opinion Writing
g. Begins to demonstrate an understanding of the differences between fiction and non-fiction.	<ul style="list-style-type: none"> Distinguish Between Fantasy and Reality 	
h. Identifies the topic of informational text that has been read aloud.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) Sum Up: Five Ws Picture Clues Build Knowledge Words Tell About the Pictures Science Investigation 	

Arizona ELS Standards	Waterford Digital Activities	Waterford Family Resources
Concept 5: Comprehension and Text Structure continued		
i. Retells or reenacts a story in sequence with pictures or props.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Peek at the Story • Find an Answer • What Comes Next? 	
j. Demonstrates reading fluency by use of phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) 	
Strand 3: Emergent Writing		
Concept 1: Writing Processes, and Writing Applications		
Children engage in a variety of writing activities and begin to convey meaning through their increasingly sophisticated marks. Children write to communicate ideas and to convey meaning. These skills include the understanding of print, the development of motor skills, and the generation of ideas.		
a. In writing process, uses a variety of writing tools, materials, and surfaces to create drawings or symbols.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
b. Writes own name using letter-like forms or conventional print.	<ul style="list-style-type: none"> • Print Concepts • Name Game • Letter Trace 	

Arizona ELS Standards	Waterford Digital Activities	Waterford Family Resources
Concept 1: Writing Processes, and Writing Applications <i>continued</i>		
c. Intentionally uses scribbles/writing and inventive writing to convey meaning, ideas, or to tell a story; e.g., signing artwork, captioning, labeling, creating lists, making notes.	<ul style="list-style-type: none"> • Print Concepts • Name Game • Letter Trace • Letters Introduction • Words Tell About the Pictures 	
d. Forms letters starting with large motor (sky writing, paint brush and water, sidewalk chalk) progressing to fine motor (paper and writing utensil).	<ul style="list-style-type: none"> • Print Concepts • Name Game • Letter Trace • Letters Introduction • Words Tell About the Pictures 	
e. Organizes writing from left to right, indicating a print awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks.	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words • Letter Trace • Name Game 	
Mathematics Standard		
Strand 1: Counting and Cardinality		
Concept 1: Counts Out Loud		
The child counts out loud and uses number words in daily conversations.		
a. Shows interest in and awareness of counting.	<ul style="list-style-type: none"> • Counting Songs • Number Instruction • Match Numbers • Bug Bits 	
b. Rote counts zero to ten and beyond with increasing accuracy.	<ul style="list-style-type: none"> • Counting Songs • Number Instruction • Match Numbers • Bug Bits 	

Arizona ELS Standards	Waterford Digital Activities	Waterford Family Resources
Concept 2: Knows Number Names and Symbols		
The child identifies numerals and uses number words in daily activities.		
a. Uses numerals and number symbols in the context of daily routines, activities, and play.	<ul style="list-style-type: none"> Counting Songs Number Instruction Make and Count Groups Number Practice 	
b. Uses and creates symbols to represent numbers.	<ul style="list-style-type: none"> Explain Numbers Number Instruction Number Practice 	
c. Uses a variety of materials (i.e. clay, sand, shaving cream) to write and form numerals and numeral-like symbols.	<ul style="list-style-type: none"> Math Books Number Songs (See titles at end of document.) Number Instruction 	
d. Identifies numerals zero to 10.	<ul style="list-style-type: none"> Explain Numbers Number Instruction Number Practice Moving Target 	
e. Differentiates some written numerals from written letters.	<ul style="list-style-type: none"> Explain Numbers Letters Introduction 	
Concept 3: Compares Numbers and Quantities		
The child applies a range of strategies such as matching or counting to compare sets of objects.		
a. Compares two sets of objects using terms such as more, fewer, or the same.	<ul style="list-style-type: none"> Songs: Greater Than, Less Than; More Than, Fewer Than Books: For the Birds More Than, Fewer Than More Than Make and Count Groups 	

Arizona ELS Standards	Waterford Digital Activities	Waterford Family Resources
Concept 4: Counts to Tell Number of Objects		
The child uses number words and counting to identify quantity.		
a. Identifies quantities of three to five objects without counting using visual approximation (Subitize).	<ul style="list-style-type: none"> • Bug Bits • Match Numbers • Moving Target (Dots) 	
b. Demonstrates the ability to match object to object in a group (One-to-one correspondence).	<ul style="list-style-type: none"> • Counting Songs (See titles at end of document.) • Number Instruction • One-to-one Correspondence • Make and Count Groups • Match Numbers • Bug Bits 	
c. Counts groups of objects using a number word for each object (Rational counting).	<ul style="list-style-type: none"> • Counting Songs (See titles at end of document.) • Number Instruction • One-to-one Correspondence • Make and Count Groups 	
d. Counts a collection of up to ten items using the last counting word to tell, How many? (Cardinality)	<ul style="list-style-type: none"> • Counting Songs (See titles at end of document.) • Number Instruction • One-to-one Correspondence • Make and Count Groups • Match Numbers 	
e. Matches numerals to quantities using manipulatives.	<ul style="list-style-type: none"> • Counting Songs (See titles at end of document.) • Number Counting • One-to-One Correspondence • Make and Count Groups • Count On 	

Arizona ELS Standards	Waterford Digital Activities	Waterford Family Resources
Strand 2: Operations and Algebraic Thinking		
Concept 1: Explores Addition and Subtraction		
The child recognizes addition as adding to and subtraction as taking away from.		
a. Recognizes that adding increases the number of objects in a group.	<ul style="list-style-type: none"> Songs: Bee Happy Addition; On the Bayou Add Groups Act Out Addition 	<ul style="list-style-type: none"> Addition
b. Describes changes in two or more sets of objects when they are combined.	<ul style="list-style-type: none"> Songs: Addition Make and Count Groups Add Groups Act Out Addition Number Instruction 	
c. Recognizes that taking away (subtracting) decreases the number of objects in a group	<ul style="list-style-type: none"> Songs: Bakery Subtraction; Circus Subtraction Books: Five Delicious Muffins Make and Count Groups Subtract Groups Act Out Subtraction 	
d. Describes changes in a set of objects when they are separated into parts.	<ul style="list-style-type: none"> Songs: Bakery Subtraction; Circus Subtraction Books: Five Delicious Muffins Make and Count Groups Subtract Groups Act Out Subtraction 	
e. Counts on from the larger number for addition	<ul style="list-style-type: none"> Songs: Counting On; Counting Backward Number Line Count On Count Down Dot to Dot 	

Arizona ELS Standards	Waterford Digital Activities	Waterford Family Resources
Concept 2: Patterning		
The child recognizes, fixes, duplicates, extends, describes and creates patterns.		
a. Recognizes patterns in the real world.	<ul style="list-style-type: none"> • Songs: Train Station Patterns • Patterns • Pattern AB • Pattern ABB • Pattern ABC 	<ul style="list-style-type: none"> • Patterns • Pattern Cards
b. Fixes simple patterns.	<ul style="list-style-type: none"> • Songs: Train Station Patterns • Patterns • Pattern AB • Pattern ABB • Pattern ABC 	
c. Duplicates simple patterns.	<ul style="list-style-type: none"> • Songs: Train Station Patterns • Patterns • Pattern AB • Pattern ABB • Pattern ABC 	
d. Extends patterns.	<ul style="list-style-type: none"> • Songs: Train Station Patterns • Patterns • Pattern AB • Pattern ABB • Pattern ABC 	
e. Creates patterns.	<ul style="list-style-type: none"> • Songs: Train Station Patterns • Patterns • Pattern AB • Pattern ABB • Pattern ABC 	

Arizona ELS Standards	Waterford Digital Activities	Waterford Family Resources
Concept 2: Patterning <i>continued</i>		
f. Describes similarities and differences in patterns.	<ul style="list-style-type: none"> • Songs: Train Station Patterns • Patterns • Pattern AB • Pattern ABB • Pattern ABC 	
Strand 3: Measurement and Data		
Concept 1: Sorts and Classifies		
The child sorts and groups objects by a variety of attributes.		
a. Sorts and classifies objects by one or more attributes (e.g., size, color, shape, texture, use).	<ul style="list-style-type: none"> • Songs: Same and Different; All Sorts of Laundry; Savanna Size • Books: Buttons, Buttons • Sort • Match • Tall and Short • Heavy and Light • Big and Little 	
b. Explains how items were sorted into groups.	<ul style="list-style-type: none"> • Books: Buttons, Buttons • Sort • Match • Tall and Short • Heavy and Light • Big and Little 	

Arizona ELS Standards	Waterford Digital Activities	Waterford Family Resources
Concept 2: Data Analysis		
With prompting and support the child collects, organizes, displays, and describes relevant data.		
a. Asks questions to gather measurable data.	<ul style="list-style-type: none"> Books: Milton's Mittens; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright Calendar/Graph Weather Science Observation: From Egg to Chick 	
b. Displays data to answer simple questions about themselves or the environment.	<ul style="list-style-type: none"> Books: Milton's Mittens Calendar/Graph Weather Science Observation: From Egg to Chick Science Investigation 	
c. Uses descriptive language to compare data in picture graphs or other concrete representations.	<ul style="list-style-type: none"> Books: Milton's Mittens Calendar/Graph Weather Science Observation: From Egg to Chick 	
d. Analyzes data from charts and graphs to answer questions.	<ul style="list-style-type: none"> Books: Milton's Mittens Calendar/Graph Weather Science Observation: From Egg to Chick 	
Concept 3: Measures		
The child uses measurement to describe and compare objects in the environment.		
a. Compares objects and uses terms (e.g. lighter-heavier, hotter-colder, and faster-slower).	<ul style="list-style-type: none"> Songs: Savanna Size; Large, Larger, Largest Length Heavy and Light Tall and Short Big and Little 	<ul style="list-style-type: none"> Measurement

Arizona ELS Standards	Waterford Digital Activities	Waterford Family Resources
Concept 3: Measures <i>continued</i>		
b. Uses non-standard units of measurement (e.g., hands, bodies, containers) to estimate measurable attributes.	<ul style="list-style-type: none"> • Songs: Measuring Plants • Length • Capacity 	
c. Uses various standard measuring tools for simple measuring tasks.	<ul style="list-style-type: none"> • Songs: Measuring Plants • Science Tools • Measurement Tools • Length • Weight • Capacity 	
d. Orders objects by measurable attributes.	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest • Order Size • Length • Heavy and Light • Tall and Short • Big and Little 	<ul style="list-style-type: none"> • Sorting
e. Uses appropriate vocabulary to describe time and sequence related to daily routines (e.g. tomorrow, yesterday, next, this morning).	<ul style="list-style-type: none"> • Songs: Clock Hands • Books: How Long is a Minute? • Tell Time • First, Next, and Last 	

Arizona ELS Standards	Waterford Digital Activities	Waterford Family Resources
Strand 4: Geometry		
Concept 1: Shapes		
The child recognizes names and describes common shapes and their properties.		
a. Recognizes basic two-dimensional shapes when presented in different orientations..	<ul style="list-style-type: none"> • Books: The Shape of Things; Imagination Shapes • Songs: Kites; Shapes, Shapes, Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Rhombus, Octagon • Simple Shapes 	
b. Uses the names of geometric shapes when describing objects found in the environment.	<ul style="list-style-type: none"> • Books: The Shape of Things; Imagination Shapes • Songs: Kites; Shapes, Shapes, Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Rhombus, Octagon • Simple Shapes • Solid Shapes • Space Shapes • World Shapes 	
c. Creates two-dimensional shapes during play.	<ul style="list-style-type: none"> • Tangrams 	
d. Creates three-dimensional (solid) shapes during play.	<ul style="list-style-type: none"> • Solid Shapes • Space Shapes • World Shapes 	
e. Compares, describes, analyzes, and sorts two- and three- dimensional objects in the environment using formal and informal mathematical language with prompting and support based on their attributes.	<ul style="list-style-type: none"> • Books: The Shape of Things; Imagination Shapes • Songs: Kites; Shapes, Shapes, Shapes; Corners and Sides • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Rhombus, Octagon • Simple Shapes • Solid Shapes • Space Shapes • World Shapes 	

Arizona ELS Standards	Waterford Digital Activities	Waterford Family Resources
Concept 2: Spatial Reasoning		
The child uses and demonstrates an understanding of positional terms.		
a. Uses and responds to spatial language (e.g., between, inside, under, above, behind).	<ul style="list-style-type: none"> • Songs: Position Cat; Get Over the Bugs; Monster Trucks • Books: Up in the Air • Position • First, Middle, Last • Inside, Outside, Between • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through • First, Next, and Last 	<ul style="list-style-type: none"> • Position Words
b. Describes the relative position or location of objects in relation to self or to other objects with mathematical precision.	<ul style="list-style-type: none"> • Songs: Position Cat; Get Over the Bugs; Monster Trucks • Books: Up in the Air • Position • First, Middle, Last • Inside, Outside, Between • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through • First, Next, and Last 	<ul style="list-style-type: none"> • Position Words

Arizona ELS Standards	Waterford Digital Activities	Waterford Family Resources
Science Standard		
Strand 1: Inquiry and Application		
Concept 1: Exploration, Observations, and Hypotheses		
The child observes, explores, and interacts with materials, others, and the environment.		
<p>a. Exhibits curiosity about objects, living things, and other natural events in the environment.</p>	<ul style="list-style-type: none"> • Songs: Five Senses; Vertebrates Birds; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal; Food From Plants; I Am Part of All I See • Books: I Wish I Had Ears Like a Bat; Guess What I Am; Creepy Crawlers; That's What I Like: A Book About Seasons; 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 • Living or Nonliving • Mammals • Birds • Fish • Insects • Spiders • Worms • Plants • Plant or Animal • Spring • Summer • Fall • Winter 	

Arizona ELS Standards	Waterford Digital Activities	Waterford Family Resources
Concept 1: Exploration, Observations, and Hypotheses <i>continued</i>		
b. Identifies attributes of objects, living things, and natural events in the environment.	<ul style="list-style-type: none"> • Songs: Five Senses; Vertebrates Birds; Invertebrates; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal; Food From Plants; I Am Part of All I See • Books: I Wish I Had Ears Like a Bat; Guess What I Am; Creepy Crawlers; That's What I Like: A Book About Seasons; 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 • Living or Nonliving • Mammals • Birds • Fish • Amphibians • Reptiles • Invertebrates • Insects • Spiders • Worms • Plants • Plant or Animal • Spring • Summer • Fall • Winter 	

Arizona ELS Standards	Waterford Digital Activities	Waterford Family Resources
Concept 1: Exploration, Observations, and Hypotheses <i>continued</i>		
c. Describes changes in objects, living things, and the natural events in the environment.	<ul style="list-style-type: none"> • Songs: Five Senses; Vertebrates Birds; Invertebrates; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal; Food From Plants; I Am Part of All I See • Books: I Wish I Had Ears Like a Bat; Guess What I Am; Creepy Crawlers; That's What I Like: A Book About Seasons; 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 • Living or Nonliving • Mammals • Birds • Fish • Amphibians • Reptiles • Invertebrates • Insects • Spiders • Worms • Plants • Plant or Animal • Spring • Summer • Fall • Winter 	

Arizona ELS Standards	Waterford Digital Activities	Waterford Family Resources
Concept 1: Exploration, Observations, and Hypotheses <i>continued</i>		
d. Begins to describe the similarities, differences and relationships between objects, living things and natural events.	<ul style="list-style-type: none"> • Songs: Five Senses; Vertebrates Birds; Invertebrates; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal; Food From Plants; I Am Part of All I See • Informational Books (See titles at end of document.) • Science Investigation • Living or Nonliving • Amphibians • Reptiles • Invertebrates • Insects • Spiders • Plants • Plant or Animal • Spring • Summer • Fall • Winter 	
e. Asks and responds to questions about relationships of objects, living things, and events in the natural environment.	<ul style="list-style-type: none"> • Songs: Five Senses; Vertebrates Birds; Invertebrates; Plants Are Growing; Fish; Living and Nonliving; Plant or Animal; Food From Plants; I Am Part of All I See • Informational Books (See titles at end of document.) • Science Investigation • Living or Nonliving • Amphibians • Reptiles • Invertebrates • Insects • Plants • Plant or Animal • Mountains • Desserts 	

Arizona ELS Standards	Waterford Digital Activities	Waterford Family Resources
Concept 2: Investigation		
The child researches their own predictions and the ideas of others through active exploration and experimentation.		
a. Uses a variety of tools and materials to investigate.	<ul style="list-style-type: none"> • Songs: The Scientific Method • 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 • Length • Capacity • Weight • Science Observation: From Egg to Chick • Science Tools 	
b. Makes predictions and researches hypotheses through active investigation.	<ul style="list-style-type: none"> • Songs: The Scientific Method • Science Investigation • Length • Capacity • Weight • Science Observation: From Egg to Chick • Science Tools 	
c. Adjusts their approach if results are different than expected and continues testing.	<ul style="list-style-type: none"> • Songs: The Scientific Method • Science Investigation • Science Observation: From Egg to Chick 	
d. Persists with an investigation.	<ul style="list-style-type: none"> • Songs: The Scientific Method • 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 • Science Observation: From Egg to Chick 	

Arizona ELS Standards	Waterford Digital Activities	Waterford Family Resources
Concept 3: Analysis and Conclusion		
The child analyzes data (their observations and background knowledge) and forms conclusions about their investigation.		
a. Uses a variety of materials to record and organize data.	<ul style="list-style-type: none"> • Books: Milton's Mittens • Science Investigation • Weather • Calendar/Graph Weather • Science Observation: From Egg to Chick 	
b. Identifies cause and effect relationships.	<ul style="list-style-type: none"> • Science Investigation • Science Observation: From Egg to Chick 	
c. Constructs theories to explain their investigations.	<ul style="list-style-type: none"> • Books: Milton's Mittens • Science Investigation • Science Observation: From Egg to Chick 	
Concept 4: Communication		
The child discusses, communicates, and reflects upon the scientific investigation and its findings.		
a. Displays and interprets data.	<ul style="list-style-type: none"> • Songs: The Scientific Method • Science Investigation • Weather • Calendar/Graph Weather 	
b. Presents their scientific ideas in a variety of ways.	<ul style="list-style-type: none"> • Songs: The Scientific Method • Science Investigation • Weather • Calendar/Graph Weather 	
c. Conducts further investigation based on prior experience and information gained.	<ul style="list-style-type: none"> • Songs: The Scientific Method • Books: I Want to Be a Scientist Like Jane Goodall • Songs: The Scientific Method • Science Investigation • Calendar/Graph Weather • Science Observation: From Egg to Chick 	

Arizona ELS Standards	Waterford Digital Activities	Waterford Family Resources
Social Studies Standard		
Strand 1: Family		
Concept 1: Understands Family		
The child demonstrates an understanding of families and the roles and responsibilities of being a family member.		
a. Views self in relationship to others in a family.	<ul style="list-style-type: none"> Books: Mine; José Three My Family Come Inside 	
b. Identifies family members (e.g., mother, father, sister, brother, grandparents, and other important people in the child's life).	<ul style="list-style-type: none"> Books: Mine; José Three; Tortillas, Tortillas Come Inside My Family Soup's On 	
c. Describes/discusses own cultural or familial traditions.	<ul style="list-style-type: none"> Books: José Three My Family Soup's On! Baby's Birthday Party Time 	
d. Identifies similarities and differences in their family composition and the families of others such as blended, foster, and other family structures.	<ul style="list-style-type: none"> Books: José Three; A Place for Shad My Family Soup's On! Baby's Birthday Party Time 	
e. Develops an awareness of their personal & family history.	<ul style="list-style-type: none"> Books: Mine; José Three My Family 	
f. Shows knowledge of family members' roles and responsibilities in the home.	<ul style="list-style-type: none"> Soup's On Do I Have To? 	

Arizona ELS Standards	Waterford Digital Activities	Waterford Family Resources
Strand 2: Community		
Concept 2: Rights, Responsibilities, and Roles within Community		
The child demonstrates a sense of belonging to the community and contributes to its care.		
a. Demonstrates responsible behaviors.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	
b. Recognizes that people rely on others for economics, goods, and services (e.g., farm goods, mail delivery, safety, health care).	<ul style="list-style-type: none"> • Books: Bugs For Sale; Follow the Apples, Bad News Shoes • Clubhouse • Soup's On! • Do I Have To? 	
c. Seeks opportunities for leadership.	<ul style="list-style-type: none"> • Boo Hoo Baby • Musical Mayhem 	
d. Describes the purpose of rules		<ul style="list-style-type: none"> • Listening Rug Rules • Good Playing Rules
e. Recognizes that people have wants and must make choices because resources and materials are limited.	<ul style="list-style-type: none"> • Books: Bugs for Sale • Care of Water • Care of Earth 	
f. Describes their role at home, at school, and in the community.		<ul style="list-style-type: none"> • Community Helpers • Classroom Helpers • Role Play

Arizona ELS Standards	Waterford Digital Activities	Waterford Family Resources
Concept 3: Environment		
The child demonstrates awareness of locations within and around their community and of the environment.		
a. Describes directionality and/or location within the community.	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket • Pretend Play 	<ul style="list-style-type: none"> • Exploring Your Home City With Your Children
b. Describes some physical features of the environment in which she lives (e.g., buildings and natural elements like mountains and weather).	<ul style="list-style-type: none"> • Songs: I Am Part Of All I See • Oceans • Deserts • Mountains • Rainforests • Water • Natural Resources 	
c. Recognizes that people share the environment with other people, plants, and animals.	<ul style="list-style-type: none"> • Songs: I Am Part Of All I See • Oceans • Deserts • Mountains • Rainforests • Water • Natural Resources 	
d. Shows an understanding of how to care for the indoor and outdoor environment.	<ul style="list-style-type: none"> • Songs: I Am Part of All I See; Conservation; Pollution Rap • Pollution and Recycling 	

Arizona ELS Standards	Waterford Digital Activities	Waterford Family Resources
Strand 3: History and Events		
Concept 1: Understands Time – Past, Present, and Future		
The child demonstrates an awareness of time and sequence of events in their daily lives.		
a. Demonstrates an understanding of time in the context of daily experiences.	<ul style="list-style-type: none"> Books: How Long is a Minute? 	
b. Understands that events happened in the past and how these events relate to one's self, family, and community.	<ul style="list-style-type: none"> Books: How Long is a Minute? 	
c. Communicates time and sequence vocabulary (e.g., before, after, during, later, first, last, yesterday, tomorrow, today) to describe relevant history and events.	<ul style="list-style-type: none"> Books: I Can't Wait; Mr. Romano's Secret, A Time Story Today Yesterday/Tomorrow 	
Physical Development, Health, and Safety Standard		
Strand 1: Physical Health and Development		
Concept 1: Gross Motor Development		
The child moves with maturing, fundamental movement skills.		
a. Moves with maturing balance skills.	<ul style="list-style-type: none"> Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This 	
b. Moves with maturing locomotor skills (e.g., walks, runs, skips, jumps, gallops, hops, slides, leaps).	<ul style="list-style-type: none"> Songs: Head, Shoulders, Knees, and Toes 	<ul style="list-style-type: none"> Yoga Poster
c. Moves with maturing coordination (e.g., reach, grasp, throw, catch).	<ul style="list-style-type: none"> Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This 	

Arizona ELS Standards	Waterford Digital Activities	Waterford Family Resources
Concept 1: Gross Motor Development <i>continued</i>		
d. Demonstrates an understanding of movement concepts including body awareness, spatial awareness, and directional awareness.	<ul style="list-style-type: none"> Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This 	
Concept 2: Fine Motor Development		
The child uses fingers, hands and wrists to manipulate tools and materials.		
a. Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware).	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.	
b. Uses eye-hand coordination to perform simple tasks.	The daily use of a touch pad or mouse helps develops eye-hand coordination.	
c. Manipulates smaller objects, tools and instruments that require wrist and squeezing motions.	The daily use of a touch pad or mouse helps develops eye-hand coordination.	
d. Uses fine motor skills in daily living.	The daily use of a touch pad or mouse helps develops eye-hand coordination.	
Strand 2: Health		
Concept 1: Personal Health and Hygiene Practices		
Child demonstrates knowledge of personal health practices and routines and understands the functions of body parts.		
a. Demonstrates hygiene practices and personal care tasks with increasing independence.	<ul style="list-style-type: none"> Songs: Health Books: The Germs; We All Exercise Avoid Germs and Prevent Illness Exercise and Rest Healthy Food 	

Arizona ELS Standards	Waterford Digital Activities	Waterford Family Resources
Concept 1: Personal Health and Hygiene Practices <i>continued</i>		
b. Demonstrates healthy nutrition practices: 1. Nutrition knowledge 2. Nutrition choices	<ul style="list-style-type: none"> • Songs: Health • Books: Everybody Needs to Eat • Healthy Food 	<ul style="list-style-type: none"> • Food Pictures (Healthy Eating) • My Healthy Plate
c. Demonstrates active physical play and rest.	<ul style="list-style-type: none"> • Songs: Health • Books: We All Exercise • Exercise and Rest 	<ul style="list-style-type: none"> • Yoga Poster
d. Demonstrates emerging knowledge of wellness.	<ul style="list-style-type: none"> • Songs: Health • Books: We All Exercise; The Germs • Exercise and Rest • Healthy Food • Avoid Germs and Prevent Illness 	<ul style="list-style-type: none"> • Yoga Poster • Health
e. Demonstrates emerging knowledge of oral health.	<ul style="list-style-type: none"> • Songs: Health • Healthy Food • Teeth 	<ul style="list-style-type: none"> • Dental Chart • Monkey Mouth

Arizona ELS Standards	Waterford Digital Activities	Waterford Family Resources
Strand 3: Safety		
Concept 1: Safety and Injury Prevention		
Child demonstrates knowledge of personal safety practices and routines.		
a. Identifies and follows basic safety rules with guidance and support; e.g., sun safety, animal and plant safety, outdoor and indoor safety.	<ul style="list-style-type: none"> • Songs: Sun Blues • Books: The Germs • Avoid Germs and Prevent Illness • Germs • Lightning Safety 	<ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety Activities for Kids
b. Identifies basic signs and symbols that indicate danger (e.g., stop sign, poison, exit, flammable, slippery when wet, railroad crossing).		<ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety Activities for Kids
c. Demonstrates transportation and street safety practices.		<ul style="list-style-type: none"> • Emergency Preparedness for Kids
d. Enforces personal boundaries (safety, self-advocacy and boundary awareness).		<ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety Activities for Kids
e. Knows personal information.	<ul style="list-style-type: none"> • Name Game 	
f. Demonstrates emergency safety practices.		<ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety Activities for Kids
g. Demonstrates ways to tell a trusted adult if threatened or harmed.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	
h. Identifies how adults help to keep us safe.		<ul style="list-style-type: none"> • Emergency Preparedness for Kids • Community Helpers

Arizona ELS Standards	Waterford Digital Activities	Waterford Family Resources
Fine Arts Standard		
Strand 1: Visual Arts		
Concept 1: Improvises and Connects with Visual Arts		
The child uses a wide variety of materials, media, tools and digital tools, techniques, and processes to explore, create, respond to, and connect with visual arts.		
a. Creates their own original works using a variety of materials/media, tools, and techniques (e.g., materials/media, such as, paper, digital drawing application, sand, clay).	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
b. Represents creative choices, ideas, experiences, and feelings with details that connect to personal meaning.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
c. Engages in two- and three-dimensional artistic investigations.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
d. Describes and communicates an understanding of their work and the artwork of others.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
Strand 2: Music		
Concept 1: Creates and Connects with Musical Concepts and Expressions		
The child uses a wide variety of instruments, media, and tools, techniques, and music to explore and connect.		
a. Experiments with a variety of instruments, vocalizations, sounds.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Mama's Melody 	<ul style="list-style-type: none"> • Animal Music Cards

Arizona ELS Standards	Waterford Digital Activities	Waterford Family Resources
Concept 1: Creates and Connects with Musical Concepts and Expressions <i>continued</i>		
b. Sings to familiar rhymes, songs, and chants.	<ul style="list-style-type: none"> Sing a Rhyme Songs/Books (See titles at end of document.) 	
c. Uses familiar songs, rhymes or chants to create their own musical improvisations.	<ul style="list-style-type: none"> Sing a Rhyme Songs/Books (See titles at end of document.) Mama's Melody 	
d. Responds to different styles of music, (e.g., rock, classical, jazz, spirituals, Hawaiian, reggae, Native American, gospel, bluegrass, lullabies, marches, and country music), and music representative of a variety of cultures.	Music is an integral part of Waterford and includes songs specific to learning objectives, as well as the use of background classical music throughout the program.	
e. Describes and communicates an understanding of music in the contexts of daily experiences.	Music is an integral part of Waterford and includes songs specific to learning objectives, as well as the use of background classical music throughout the program.	
Strand 3: Creative Movement and Dance		
Concept 1: Creates and Connects with Creative Movement and Dance		
The child uses a wide variety of movement, expressions, media and tools, and techniques, to explore and connect with their own bodies within space.		
a. Experiments with a variety of movements.	<ul style="list-style-type: none"> Books: Movin' to the Music Time Baby's Ballet Mama's Melody 	<ul style="list-style-type: none"> Hi! Notes
b. Dances and moves to rhymes, songs, and chants.	<ul style="list-style-type: none"> Books: Movin' to the Music Time Baby's Ballet Mama's Melody 	

Arizona ELS Standards	Waterford Digital Activities	Waterford Family Resources
Concept 1: Creates and Connects with Creative Movement and Dance <i>continued</i>		
c. Responds with movement to various sensory stimuli.	<ul style="list-style-type: none"> Books: Movin' to the Music Time Baby's Ballet Mama's Melody 	<ul style="list-style-type: none"> Hi! Notes
d. Describes and communicates an understanding of movement and dance in the contexts of daily experiences.		<ul style="list-style-type: none"> Hi! Notes
Strand 4: Dramatic Play		
Concept 1: Creates and Connects with Dramatic Activities		
The child uses the portrayal of events, characters, or stories through acting and using props and language to explore, create, and connect.		
a. Assumes roles from daily activities using a variety of props.	<ul style="list-style-type: none"> Pretend Play Clubhouse Marmot's Basket 	<ul style="list-style-type: none"> Role Play What Would You Do?
b. Takes on more than one dramatic play role at a time.	<ul style="list-style-type: none"> Pretend Play Clubhouse Marmot's Basket 	<ul style="list-style-type: none"> Role Play What Would You Do?
c. Pretends an object exists without using a prop.	<ul style="list-style-type: none"> Pretend Play Clubhouse 	
d. Dramatizes familiar stories.	<ul style="list-style-type: none"> Papa's Play Pretend Play 	
e. Adds details and expresses original ideas in dramatic play situations.	<ul style="list-style-type: none"> Papa's Play Pretend Play 	<ul style="list-style-type: none"> Role Play What Would You Do?

Pre-Math and Science

Math Books

Zero In My Toybox / One Day on the Farm / Two Feet / Look for Three / Four Fine Friends / Grandpa's Great Athlete: A Book About 5 / Hide and Seek Six / Just Seven / Eight at the Lake / 9 Cat Night / Ten for My Machine / The Search for Eleven / The Tasty Number Twelve / Thirteen in My Garden / Fourteen Camel Caravan / Fifteen on a Spring Day / Dinner for Sixteen / The Seventeen Machine / Eighteen Carrot Stew / Nineteen Around the World / Twenty Clay Children / Poor Wandering 1 / Snowy Twos Day / 1, 2, 3, 4 in the Jungle / Give Me 5 / Suzy Ladybug / 7 Train / 8 Octopus Legs / Highway 9 / 10 Astronauts / When I Saw 11 / I Love the Number 12 / 13 Clues / Fun 15 / 16 Ants / Counting to 17 / 18 Carrot Stew / 20 Fingers and Toes

Science Books

That's What I Like: A Book about Seasons / I Want to Be a Scientist Like Jane Goodall / Mr. Mario's Neighborhood / Mela's Water Pot / I Want to Be a Scientist Like Wilbur and Orville Wright / Follow the Apples! / I Want to Be a Scientist Like George Washington Carver / Guess What I Am / Where in the World Would You Go Today? / Star Pictures / I Wish I Had Ears Like a Bat / Creepy Crawlers

Counting Songs

Marching Band Counting / Flower Counting / Country Counting / Funky Counting / Reggae Counting / Salsa Counting / Techno Counting / Bagpipe Counting / Counting on the Mountain

Number Songs

Count to 31 / Hotel 100 / Zero Is a Big Round Hole / Poor Wandering 1 / Snowy Twos Day / 1, 2, 3, 4 in the Jungle / Give Me 5 / Suzy Ladybug / 7 Train / 8 Octopus Legs / Highway 9 / 10 Astronauts / When I Saw 11 / I Love the Number 12 / 13 Clues / 14 Fish to Catch / Fun 15 / 16 Ants / Counting to 17 / 18 Carrot Stew / 19 On the Beach / 20 Fingers and Toes

Basic Math and Science

Math and Science Books

One More Cat / Can You Guess? A Story for Two Voices / I Want to Be a Scientist Like Antoni van Leeuwenhoek / Whatever the Weather / I Want to Be a Mathematician Like Sophie Germain / Water Is All Around / Mr. Romano's Secret: A Time Story / A Seed Grows / How Long is a Minute? / Marty's Mixed-up Mom / I Want to Be a Scientist Like Louis Pasteur / Pancakes Matter / Jump Rope Rhymes / Facts About Families / Fifteen Bayou Band / Hooray, Hooray for the One Hundredth Day! / Symmetry and Me / Animal Bodies / Everybody Needs to Eat / The Circus Came to Town / I Want to Be a Mathematician Like Thales / Bugs for Sale / Heads or Tails / Your Backyard / The Birds, the Beasts and the Bat / Halves and Fourths and Thirds / We All Exercise / Circus 20 / Red Rock, River Rock / Painting by Number / Navajo Beads / Where in the World Would You Go Today? / I Want to Be a Scientist Like Wilbur and Orville Wright

Fluent Math and Science

Math and Science Books

The Snow Project / Chloe's Cracker Caper / What Sounds Say / Fossils Under Our Feet / The Boonville Nine / I Want to Be a Scientist Like Alexander von Humboldt / I Want to Be a Scientist Like Marie Curie / I Want to Be a Scientist Like Stephen Hawking / George and Jack / The Old Maple Tree / A Dinosaur's First Day / I Want to Be a Scientist Like Isaac Newton / My Family Campout / I Want to Be a Scientist Like Thomas Edison / Warm Soup for Dedushka / How Did the Chicken Cross the Road? / Inventions All Around / The Beginning of Numbers / I Want to Be a Mathematician Like Ada Byron Lovelace / Lightning Bells / Tyrannosaurus X1 / Halves and Fourths and Thirds / Navajo Beads / Red Rock, River Rock / I Want to Be a Mathematician Like Srinivasa Ramanujan / The Fraction Twins / Yangshi's Perimeter / I Want to Be a Mathematician Like Archimedes / Birds at My House / Painting by Number / The Fable Fair



Support

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

Research-Driven Development

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

Family Engagement Resources

Spanish Family Engagement Resources

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

Songs

Beginning Math Songs

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

Nursery Songs and Rhymes

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

Beginning Reading Songs

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

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

Many of these songs are available on the [→Waterford.org YouTube channel](https://www.youtube.com/channel/UCq0k11111111111111111111).

Weekly Homelink Newsletters

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

Math Homelink Newsletters

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

Science Homelink Newsletters

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

Reading Homelink Newsletters

Alphabet Knowledge Comprehension and Vocabulary

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

Readiness Skills Letters

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

Phonological Awareness Letters

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



Waterford Family

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