



Alignment

April 2026

100%
Aligned

**Waterford
Upstart**

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

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

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

Alignment Description

This document aligns Louisiana Early Learning and Development Standards (ELDS) Four-Year-Olds 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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Louisiana ELD Standards	Waterford Digital Activities	Waterford Family Resources
APPROACHES TO LEARNING (AL)		
INITIATIVE AND CURIOSITY		
Standard AL 1: Children engage in multiple and varied play-based experiences		
<p>AL 1.1.4 Seek out and engage with unfamiliar objects, materials, and experiences.</p>	<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 	
<p>AL 1.2.4 Seek information and contribute to discussions about a variety of new topics, ideas, and activities.</p>	<ul style="list-style-type: none"> • Informational Books (See titles at end of document.) • Science Investigation 	
<p>AL 1.3.4 Complete multi-step tasks independently.</p>	<p>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.</p>	
ATTENTION, ENGAGEMENT, AND PERSISTENCE		
STANDARD AL 2: Children engage in activities and tasks with attention, focus, and persistence.		
<p>AL 2.1.4 Maintain focus on adult-directed activities with adult support.</p>	<p>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.</p>	
<p>AL 2.2.4 Persist with a challenging task despite interruptions and disruptions.</p>	<p>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.</p>	

Louisiana ELD Standards	Waterford Digital Activities	Waterford Family Resources
STANDARD AL 2: Children engage in activities and tasks with attention, focus, and persistence <i>continued</i>.		
<p>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).</p>	<p>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.</p>	<ul style="list-style-type: none"> • Waterford Upstart Activity Book, Pg. 65 - 67
PROBLEM-SOLVING		
STANDARD AL 3: Children demonstrate flexibility and creativity by using a variety of strategies to solve problems		
<p>AL 3.1.4 Make predictions and explain reasoning.</p>	<ul style="list-style-type: none"> • Songs: Gravity • Gravity • Push and Pull • Evaporation • Peek at the Story 	<ul style="list-style-type: none"> • Water for Plants • Light for Plants
<p>AL 3.2.4 Apply prior knowledge and experiences to complete new tasks and solve new problems.</p>	<ul style="list-style-type: none"> • Pretend Play • Making Connections 	
<p>AL 3.3.4 Communicate the steps used to solve problems and/or accomplish tasks.</p>	<p>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</p>	

Louisiana ELD Standards	Waterford Digital Activities	Waterford Family Resources
MATHEMATICS (CM)		
Knowledge of Numbers		
STANDARD CM 1: Children demonstrate knowledge of numbers and the relationships between numbers and quantities.		
<p>CM 1.1.4 Rote count to 20 with accuracy. Tell what number (1-10) comes next in order by counting.</p>	<ul style="list-style-type: none"> • Counting Songs • Number Counting • Number Instruction • Count On 	<ul style="list-style-type: none"> • Racing Squirrels Counting Game • Shape Count
<p>CM 1.2.4 Accurately count up to ten objects in a structured arrangement with one-to-one correspondence.</p>	<ul style="list-style-type: none"> • Counting Songs • Number Instruction • One-to-one Correspondence • 	<ul style="list-style-type: none"> • Racing Squirrels Counting Game • Shape Count
<p>CM 1.3.4 Tell how many objects are in a group by giving the last number counted (cardinality).</p>	<ul style="list-style-type: none"> • Make and Count Groups • Number Instruction • Match Numbers 	<ul style="list-style-type: none"> • Waterford Upstart Activity Book, Pg. 45 - 47 and 56-59
<p>CM 1.4.4 Recognize and name the number of items in a small set (up to five) without counting (subitizing).</p>	<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"> • Waterford Upstart Activity Book, Pg. 46 and 48
<p>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</p>	<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 • Match 	

Louisiana ELD Standards	Waterford Digital Activities	Waterford Family 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 	
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"> • Waterford Upstart Activity Book, Pg. 45 - 47 and 56-59
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"> • First, Middle, Last • Position Words
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"> • Songs: Train Station Patterns • Patterns • Pattern AB • Pattern ABB • Pattern ABC 	<ul style="list-style-type: none"> • Waterford Upstart Activity Book, Pg. 49 and 51
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"> • Add Groups

Louisiana ELD Standards	Waterford Digital Activities	Waterford Family Resources
MEASUREMENT		
STANDARD CM 3: Children measure objects by their various attributes and use differences in attributes to make comparisons.		
<p>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.</p>	<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 	
<p>CM 3.2.4 Describe measurable attributes of objects and materials using comparative words (e.g., long, longer, longest).</p>	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest • Order Size • Big and Little • Heavy and Light • Tall and Short 	
<p>CM 3.3.4 Compare and order a small set of objects using measurable terms (e.g., length, weight).</p>	<ul style="list-style-type: none"> • Songs: Measuring Plants • Length • Capacity • Weight 	
<p>CM 3.4.4 Describe the purpose of simple measurement tools.</p>	<ul style="list-style-type: none"> • Songs: Measuring Plants • Measurement Tools 	
<p>CM 3.5.4 Measure using multiples of the same non-standard unit (e.g., paper clips, snap cubes) with guidance and support.</p>	<ul style="list-style-type: none"> • Songs: Measuring Plants • Length • Measurement Tools • Nonstandard Units of Length 	

Louisiana ELD Standards	Waterford Digital Activities	Waterford Family Resources
SHAPES AND SPATIAL RELATIONSHIPS		
STANDARD CM 4: Children identify shapes and their properties, and describe the positions of objects in space		
<p>CM 4.2.4 Identify basic shapes (e.g., circle, square, triangle, rectangle) regardless of size and orientation.</p>	<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"> • Shape Count
<p>CM 4.3.4 Describe basic two- and three-dimensional shapes (e.g., a square has four sides, the ball rolls).</p>	<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"> • Shape Count
<p>CM 4.4.4 Create and build shapes using a variety of materials (e.g., popsicle sticks to create a square).</p>	<ul style="list-style-type: none"> • Circle, Square, Triangle, Rectangle • Solid Shapes 	
<p>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).</p>	<ul style="list-style-type: none"> • Songs: Position Cat; Get Over the Bugs; Monster Trucks • Books: Up in the Air • Position • Above, Below, Next to, On • Over, Under, and Through • Over, Under, Above, Below • Inside, Outside, Between • First, Middle, Last 	

Louisiana ELD Standards	Waterford Digital Activities	Waterford Family Resources
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.		
<p>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.</p>	<ul style="list-style-type: none"> • Songs: 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 	
<p>CS 1.2.4 Conduct scientific investigations and simple experiments.</p>	<ul style="list-style-type: none"> • Songs: The Scientific Method • Science Investigation • Science Observation: From Egg to Chick 	<ul style="list-style-type: none"> • Water for Plants • Light for Plants
<p>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).</p>	<ul style="list-style-type: none"> • Songs: Gravity; The Scientific Method; Pollution Rap; Seasons • Science Investigation • Science Observation: From Egg to Chick 	

Louisiana ELD Standards	Waterford Digital Activities	Waterford Family Resources
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 	
CM 1.2.4 Identify familiar landmarks in their community (e.g., fire station, post office).		<ul style="list-style-type: none"> • Community Helpers
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"> • Exploring Your Home City With Your Children
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 	
CSS 2.2.4 Identify responsibilities of self and others in school, home, and community	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.	
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 	

Louisiana ELD Standards	Waterford Digital Activities	Waterford Family Resources
CREATIVE ARTS (CCA)		
MUSIC AND MOVEMENT		
STANDARD CCA 1: Children engage in multiple and varied music and movement experiences		
<p>CCA 1.1.4 Express thoughts and feelings through dance and movement with increasing spatial awareness.</p>	<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
<p>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.</p>	<p>Music is an integral part of Waterford, including songs specific to learning objectives as well as the use of background classical music throughout the program.</p>	
VISUAL ARTS		
STANDARD CCA 2: Children engage in multiple and varied visual arts experiences.		
<p>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).</p>	<ul style="list-style-type: none"> • Squirrel's Sketches • Party Time 	
<p>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.</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.</p>	

Louisiana ELD Standards	Waterford Digital Activities	Waterford Family Resources
DRAMATIC PLAY		
STANDARD CCA 3: Children engage in multiple and varied forms of dramatic play.		
<p>CCA 3.1.4 Participate in dramatic play to express thoughts, feelings and creativity.</p>	<p>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.</p>	
<p>CCA 3.2.4 Represent a character by using voice inflections and facial expressions.</p>	<ul style="list-style-type: none"> • Pretend Play • Clubhouse • Marmot's Basket 	<ul style="list-style-type: none"> • Role Play • What Would You Do?
<p>CCA 3.3.4 Engage in a variety of play experiences that include elements of drama (e.g., roles, dialogue, props).</p>	<ul style="list-style-type: none"> • Pretend Play • Clubhouse • Marmot's Basket 	<ul style="list-style-type: none"> • Role Play • What Would You Do?
LANGUAGE AND EARLY LITERACY DEVELOPMENT (LD) (EL)		
Language Development (LD): Receptive Communication		
STANDARD LD 1: Children attend to, understand, and respond to verbal and non-verbal communication and language from others.		
<p>LD 1.2.4 Respond to complex statements, questions, and other communication that include multiple phases and ideas.</p>	<p>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.</p>	<ul style="list-style-type: none"> • Waterford Upstart Activity Book, Pg. 65 - 67
<p>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.</p>	<ul style="list-style-type: none"> • Ask a Question • What Comes Next? 	

Louisiana ELD Standards	Waterford Digital Activities	Waterford Family Resources
STANDARD LD 1: Children attend to, understand, and respond to verbal and non-verbal communication and language from others <i>continued</i>.		
<p>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.</p>	<p>While interacting with Waterford, children listen to and follow multi-step directions</p>	
Language Development (LD): Expressive Communication		
STANDARD LD 2: Communicate with others to express self.		
<p>LD 2.1.4 Communicate using longer sentences, including the use of descriptive details and vocabulary and/or combining two or three phrases.</p>	<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 	
<p>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.</p>	<p>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.</p>	
<p>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.</p>	<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 	

Louisiana ELD Standards	Waterford Digital Activities	Waterford Family Resources
STANDARD LD 2: Communicate with others to express self <i>continued</i>.		
<p>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.</p>	<p>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.</p>	
<p>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.</p>	<ul style="list-style-type: none"> • Songs: What is a Sentence?; Sentence Marks • Sentences • Nouns • Verbs • Plural Nouns 	
Language Development (LD): Social and Conversational Rules		
STANDARD LD 3: Children use social and conversational rules.		
<p>LD 3.1.4 Initiate communication with peers by asking questions or using verbal cues.</p>	<p>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.</p>	
<p>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.</p>	<p>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.</p>	

Louisiana ELD Standards	Waterford Digital Activities	Waterford Family Resources
STANDARD LD 3: Children use social and conversational rules <i>continued</i>.		
<p>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.</p>	<p>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.</p>	<ul style="list-style-type: none"> • Consequence Cards
<p>LD 3.4.4 Speak in full sentences that are grammatically correct within their home language most of the time.</p>	<p>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.</p>	
Early Literacy (EL): Phonological Awareness		
Standard EL 1: Children demonstrate awareness that spoken language is composed of smaller segments of words and sounds.		
<p>EL 1.1.4 Identify and produce rhyming words.</p>	<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 	
<p>EL 1.2.4 Identify the initial sound in a spoken word with guidance and support.</p>	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound 	<ul style="list-style-type: none"> • Waterford Upstart Activity Book, Pg. 35 - 36
<p>EL 1.3.4 Segment spoken sentences into individual words.</p>	<ul style="list-style-type: none"> • Segment Spoken Sentences 	
<p>EL 1.4.4 Identify syllables in spoken words.</p>	<ul style="list-style-type: none"> • Syllable • Syllable Safari 	<ul style="list-style-type: none"> • Waterford Upstart Activity Book, Pg. 37 - 40

Louisiana ELD Standards	Waterford Digital Activities	Waterford Family Resources
Standard EL 1: Children demonstrate awareness that spoken language is composed of smaller segments of words and sounds <i>continued</i>.		
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"> • Waterford Upstart Activity Book, Pg. 37 - 40
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 	
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 	
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 	
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.	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.	

Louisiana ELD Standards	Waterford Digital Activities	Waterford Family Resources
STANDARD EL 2: Children demonstrate knowledge of books and how print conveys meaning <i>continued</i>.		
<p>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.</p>	<ul style="list-style-type: none"> • Read with Me Books • Informational Books • Sing a Rhyme Songs/Books • Early Readable Books <p>(See titles at end of document.)</p>	
Early Literacy (EL): Alphabet Awareness		
STANDARD EL 3: Children recognize and identify letters and make letter-sound connections.		
<p>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.</p>	<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"> • Waterford Upstart Activity Book, Pg. 23 - 31
<p>EL 3.2.4 Identify or produce the sound of many recognized letters.</p>	<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"> • Waterford Upstart Activity Book, Pg. 35 - 36
<p>EL 3.3.4 Recognize their own name and some common words in print.</p>	<ul style="list-style-type: none"> • Name Game 	<ul style="list-style-type: none"> • Name Writing • Waterford Upstart Activity Book, Pg. 31

Louisiana ELD Standards	Waterford Digital Activities	Waterford Family Resources
Early Literacy (EL): Comprehension		
STANDARD: EL 4: Children show interest in and gain understanding from a variety of early literacy experiences.		
<p>EL 4.1.4 Tell make-believe or real-life stories using a sequence of at least 2–3 connected events.</p>	<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 	
<p>EL 4.2.4 Describe some key details from familiar stories, such as characters, setting, and/or major events.</p>	<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 	
<p>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.</p>	<ul style="list-style-type: none"> • Ask a Question • What Comes Next? • Peek at the Story • Science Investigation 	
<p>EL 4.4.4 Recall their own experiences that relate to events and information from stories or informational texts</p>	<ul style="list-style-type: none"> • Making Connections 	

Louisiana ELD Standards	Waterford Digital Activities	Waterford Family Resources
STANDARD: EL 4: Children show interest in and gain understanding from a variety of early literacy experiences <i>continued</i>.		
<p>EL 4.5.4 Analyze and reason about stories and other text with guidance and support during shared reading experiences.</p>	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Early Readable Books • Informational Books (See titles at end of document.) • Ask a Question • What Comes Next? • Peek at the Story • Science Investigation 	
<p>EL 4.6.4 Recognize differences between stories/ make believe, information text, and poetry.</p>	<ul style="list-style-type: none"> • Read With Me Books • Sing a Rhyme Songs/Books • Early Readable Books • Informational Books (See titles at end of document.) 	
Early Literacy (EL): Emergent Writing		
STANDARD EL 5: Children write and draw to express their ideas, using some letters and print conventions.		
<p>EL 5.1.4 Use writing for a variety of purposes to convey meaning.</p>	<p>Waterford Early Learning encourages everyone to have writing and art materials available for children's creations.</p>	
<p>EL 5.2.4 Write some letters of meaningful words such as their name, using lette</p>	<ul style="list-style-type: none"> • Letter Trace • Name Game 	
<p>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).</p>	<ul style="list-style-type: none"> • Letter Trace • Name Game • Print Concepts • Letters Make Words 	

Louisiana ELD Standards	Waterford Digital Activities	Waterford Family Resources
STANDARD EL 5: Children write and draw to express their ideas, using some letters and print conventions <i>continued</i>.		
<p>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.</p>	<p>Waterford Early Learning encourages everyone to have writing and art materials available for children's creations.</p>	
PHYSICAL DEVELOPMENT (PD)		
Gross Motor Skills		
STANDARD PD 1: Children demonstrate large muscle control and coordination.		
<p>PD 1.1.4 Demonstrate increasing awareness of body and space in relation to other people and objects in physical play activities.</p>	<ul style="list-style-type: none"> • Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This 	<ul style="list-style-type: none"> • Yoga Poster
<p>PD 1.2.4 Coordinate movements of the whole body (locomotor skills) with control and balance to perform more complex tasks.</p>	<ul style="list-style-type: none"> • Songs: Head, Shoulders, Knees, and Toes 	<ul style="list-style-type: none"> • Waterford Upstart Activity Book, Pg. 69
<p>PD 1.3.4 Demonstrate coordination when using objects during active play (e.g., throwing, catching, kicking balls).</p>	<ul style="list-style-type: none"> • Songs: Head, Shoulders, Knees, and Toes 	<ul style="list-style-type: none"> • Waterford Upstart Activity Book, Pg. 69
<p>PD 1.4.4 Demonstrate increased strength and stamina that allows for participation in active play activities for extended periods of time.</p>	<ul style="list-style-type: none"> • Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This 	

Louisiana ELD Standards	Waterford Digital Activities	Waterford Family Resources
Fine Motor Skills		
STANDARD PD 2: Children demonstrate small muscle control and coordination.		
<p>PD 2.1.4 Coordinate the use of hands, fingers, and wrists to manipulate objects and perform activities and tasks with precision.</p>	<p>The daily use of a touch pad or mouse develops eye-hand coordination skills.</p>	
<p>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.</p>	<p>The daily use of a touch pad or mouse develops eye-hand coordination skills.</p>	
HEALTHY BEHAVIORS		
STANDARD PD 3: Children will demonstrate healthy and safe behaviors.		
<p>PD 3.1.4 Initiate and engage in a variety of physical activities (e.g., games, exercises) that enhance physical fitness.</p>	<ul style="list-style-type: none"> • Books: We All Exercise • Exercise and Rest 	
<p>PD 3.2.4 Identify different foods that are healthy and indicate why a particular food is healthy or unhealthy.</p>	<ul style="list-style-type: none"> • Songs: Health • Healthy Food 	<ul style="list-style-type: none"> • My Healthy Plate

Louisiana ELD Standards	Waterford Digital Activities	Waterford Family Resources
STANDARD PD 3: Children will demonstrate healthy and safe behaviors <i>continued</i>.		
<p>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).</p>	<ul style="list-style-type: none"> • Songs: Sun Blues • Lightning Safety 	<ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety for Kids
<p>PD 3.4.4 Begin to identify and alert others of potential hazards.</p>	<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 for Kids
INTERPERSONAL SKILLS (IS)		
Relationships with Adults		
STANDARD IS 1: Children engage in and maintain positive relationships and interactions with adults.		
<p>IS 1.1.4 Demonstrate recognition of familiar adults using multiple and varied actions or words.</p>		<ul style="list-style-type: none"> • Lots of Feelings
<p>IS 1.2.4 Separate from familiar adults in new settings, such as joining other children to play at a birthday party.</p>		<ul style="list-style-type: none"> • Waterford Upstart Activity Book, Pg. 65 - 67

Louisiana ELD Standards	Waterford Digital Activities	Waterford Family Resources
STANDARD IS 1: Children engage in and maintain positive relationships and interactions with adults <i>continued</i>.		
<p>IS 1.3.4 Work with adults to generate ideas for accomplishing tasks or solving problems, then implement suggestions independently.</p>	<ul style="list-style-type: none"> • Lost and Found • Lost Dinosaur 	
<p>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.</p>		
<p>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.</p>	<p>Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.</p>	
Relationships with Children		
STANDARD IS 2: Children engage in and maintain positive relationships and interactions with other children.		
<p>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.</p>	<p>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.</p>	

Louisiana ELD Standards	Waterford Digital Activities	Waterford Family Resources
STANDARD IS 2: Children engage in and maintain positive relationships and interactions with other children <i>continued</i>.		
<p>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.</p>	<ul style="list-style-type: none"> • It's Not Fair! • Do I Have To? • Musical Mayhem • Boo Hoo Baby 	
<p>IS 2.3.4 Demonstrate preference to routinely play with one or more specific children, such as describing another child as their “best friend”</p>	<p>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.</p>	
<p>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.</p>	<p>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.</p>	
<p>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.”</p>	<p>Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.</p>	
Self-Esteem		
STANDARD IS 3: Children recognize themselves as individuals and express positive self-esteem.		
<p>IS 3.1.4 Use words to describe personal physical characteristics (e.g., hair color, eye color).</p>	<ul style="list-style-type: none"> • Books: Mine; Ooey, Goey Mud • My Family: My Name Is Squirrel • Squirrel’s Sketches 	

Louisiana ELD Standards	Waterford Digital Activities	Waterford Family Resources
STANDARD IS 3: Children recognize themselves as individuals and express positive self-esteem <i>continued</i>.		
<p>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.</p>	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby’s Ball • Musical Mayhem • Papa’s Thumb • Perfect Present • Squirrel’s Sketches 	
<p>IS 3.6.4 Describe oneself using positive terms (e.g., hard worker, good at drawing).</p>	<ul style="list-style-type: none"> • Perfect Present • Squirrel’s Sketches 	<ul style="list-style-type: none"> • Role Play • Rock-a-Bye, Baby Lullaby • Guess My Rule
Self-Regulation		
STANDARD IS 4: Children moderate their behavior and respond to the feelings of others.		
<p>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.”</p>	<ul style="list-style-type: none"> • Books: : I Hate Peas; Ooey, Goey Mud; Bad News Shoes; Movin’ to the Music Time • My Family • Come Inside • Squirrel’s Sketches 	
<p>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.</p>	<ul style="list-style-type: none"> • Do I Have To? • Clubhouse • Where’s Papa? • Lost and Found • Broken Vase • Come Inside 	
<p>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.”).</p>	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby’s Ball • Musical Mayhem • Papa’s Thumb 	

Louisiana ELD Standards	Waterford Digital Activities	Waterford Family Resources
STANDARD IS 4: Children moderate their behavior and respond to the feelings of others <i>continued</i>.		
<p>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.</p>	<ul style="list-style-type: none"> • Perfect Present • Soup's On! • Boo Hoo Baby 	
<p>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.</p>	<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"> • Emotion Cards
<p>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</p>	<p>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.</p>	
<p>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.</p>	<p>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.</p>	
<p>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.</p>		<ul style="list-style-type: none"> • Garbage Elves • Guess My Rule • Clean Up Together

Pre-Math and Science

Math Books

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

Science Books

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

Counting Songs

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

Number Songs

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

Basic Math and Science

Math and Science Books

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

Fluent Math and Science

Math and Science Books

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



Support

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

Research-Driven Development

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

Spanish Family Engagement Resources

All Waterford books and many of the resources available to families at [→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/UC...).

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).