

# The Tennessee Early Learning Standards Correlated to the TeachSmart® Learning System by Hatch®

## Developmental / Content Area: Speech and Language Development

Tennessee Early Learning Standard	TeachSmart® Learning System
<b>Speech and Language Development for 36 through 48 months (3 years to 4 years)</b>	
<b>Receptive Language</b> – Listens with understanding and interest to conversations, directions, music and a variety of reading materials.	
Responds correctly to questions about own name, sex and age.	✓
Understands size comparatives.	✓
Understands “let’s pretend” and “make-believe.”	✓
Listens attentively and shows understanding of story plot by responding to questions.	✓
<b>Receptive Language</b> – Demonstrates understanding of conversations through own actions and responses to directions and questions.	
Anticipates correct response to statements made regarding familiar routines (goes and gets coat when told it’s time to go outside, finds own blanket and mat when told it’s nap time).	✓
Knows where he lives (i.e. street name and number).	
Understands colors and can identify basic colors when asked (red, yellow, blue, green, orange, purple and others).	✓
Understands responses to “Hi” and “How are you?” and answers appropriately.	
Carries out a three-part, related direction (three levels would be “Please, would you get the can of dog food out of the refrigerator and feed the puppy?”).	✓
<b>Expressive Language</b> – Uses language for a variety of purposes.	
Tells familiar stories.	✓
Likes to make up stories: likes silly words and stories.	✓
Knows and tells names and sex of family members.	✓
Engages in imaginary talk; plays both roles.	✓
Asks many questions: wants to know how answers fit into her own thoughts and understanding.	✓



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Shows a lot of imagination in verbal expressions.	✓
Tells the sequence of a story with appropriate pictures.	✓
<b>Expressive Language</b> – Participates in conversations.	
Likes to talk about things that have happened and will happen.	✓
Continues to ask questions to keep conversation with another person.	✓
Participates in meaningful, two-way conversation with another person.	✓
Continues to ask many “who,” “what,” “why” and “where” questions.	✓
<b>Expressive Language</b> – Uses conventions of speech while expressing ideas.	
May combine sentences in conversation.	✓
Expresses both physical and emotional feelings.	✓
Uses more plural words but may over-generalize (foots for feet).	✓
Understands past tense, adds “ed” to verbs.	✓
Uses contractions regularly.	✓
Talks in complete, complex sentences 4-8 words in length.	✓
<b>Speech</b> – Speech is clear enough to be understood by most people	
Uses some slang words and common colloquial expressions like “Mama carried grandma to the doctor.”	
Produces most of the consonant sounds of our language correctly.	✓
May still have some difficulty saying certain sounds that are hard to produce, most frequently with ®, (er) and (l).	✓
Says multi-syllable words easily (balloon, dinosaur, umbrella, automobile).	✓



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<b>Speech and Language Development for 49 through 60 months (4 years to 5 years)</b>	
<b>Receptive Language</b> – Listens with understanding and interest to conversations, directions, music and a variety of reading materials.	
Understands “today.”	✓
Knows the names and sex of family members.	✓
Understands the concept of siblings and can name brothers and sisters.	
Knows concept of age (e.g. big brother/oldest brother, baby sister/little sister).	✓
Understands the meaning of more prepositions (e.g. “beneath,” “between,” “below”).	✓
Understands “yesterday” and “tomorrow.”	✓
Carries out a four-order, related direction (four levels would be “Time to go to bed; you need to take a bath, brush your teeth, put on your clean pajamas and find your favorite book for me to read to you.”)	✓
Able to follow several unrelated directions in proper order, such as “Turn off the television, pick up the toys in your bedroom, and then come to the table for lunch.”	✓
Understands simple, then more complex, sequences of events.	✓
Understands concept of more/less, full/empty, which lays a foundation for math concepts.	✓
<b>Expressive Language</b> – Uses language for a variety of purposes.	
Likes telling and retelling stories, poems and songs.	✓
Tells the sequence of a story without pictures.	
Talks about something that is not in front of him (“Last night, we went to the movies.”)	✓
Easily expresses his feelings, fears, ideas, wishes and dreams.	✓
Says full name and full address; knows more about where she lives (state, country).	



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<b>Expressive Language</b> – Uses conventions of speech while expressing ideas.	
Uses past, present and future verb tense.	✓
Understands “yesterday,” “today” and “tomorrow.”	✓
May use slang (e.g., “Give me five.” “Cool!”).	✓
Generally uses sentences with correct grammar.	✓
Pronounces new words easily.	✓
Has expanding vocabulary (keep in mind that a child knows more words than he says).	✓
Understands and uses colloquial expressions in daily conversation (e.g. bag/sack... “I have a bag of popcorn.” Or “I have a sack of candy.” take/carry... “Momma took Grandma to the doctor.” Or “Momma carried Grandma to the doctor.” Pick up children/hook-up... “Momma’s going to pick up the children from school today.” Or “Momma’s going to run the hook-up today.”	✓
Talks in more complete and more complex sentences; sentences are related to each other and fit together in thought.	✓
Takes turn in conversation and interrupts less frequently.	✓
Engages in “give and take” conversations with friends on topics of interest.	✓
<b>Speech</b> – Speaks clearly enough to be understood.	
Generally produces all sounds of language accurately and is easily understood by others.	✓
Learns to say new words easily, even those with 4 or 5 syllables (e.g. “hippopotamus,” “television,” “rhinoceros”).	✓
Uses a dialect that matches peers and adults in family, neighborhood and part of country in which he lives.	✓
Uses dialect that patterns the rhythm, pitches, stress and intonation of geographic area and cultural background.	✓



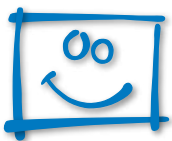
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<b>Early Literacy Development for 37 through 48 months (3 years to 4 years)</b>	
<b>Verbal Expression and Communication</b> – Engages verbally with stories in books and movies.	
Makes relevant comments and asks logical questions about the story; begins to predict what will happen next.	✓
Tells own story with a sequence using one or more pictures.	✓
<b>Verbal Expression and Communication</b> – Uses more advanced sentence structure and varied vocabulary in verbal expression.	
Speaks in longer sentences, using more adjectives and verbs, and some clauses beginning with when, if, after, asks to have unknown words explained.	✓
Asks for names of unknown objects, color etc.	✓
<b>Listening and Understanding</b> – Listens attentively to stories, conversations, and explanations and demonstrates understanding.	
Maintains attention to stories and responds to questions appropriately.	✓
Participates with understanding in activities with stories, songs, finger plays and poems.	✓
Notices if reader omits parts of a familiar story.	
<b>Listening and Understanding</b> – Understands an increasingly complex and varied vocabulary for objects, attributes, actions, and events.	
Comprehends and uses new words that are introduced with stories, thematic units, field trips and other daily activities.	
<b>Phonological Awareness</b> – Initiates word play and likes rhymes and silly sounds and words.	
Repeats rhymes without prompts and enjoys rhymes in songs, poems, and finger plays.	✓
Identifies whether or not two words rhyme.	✓
Enjoys stories with alliteration, where all words have the same speech sound; plays with the sounds and participates in the production of more words.	✓



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<b>Phonological Awareness</b> – Completes a rhyme and recites at least three rhymes.	
With a familiar poem, supplies a missing word that rhymes with another word.	✓
<b>Phonological Awareness</b> – Begins to detect the syllable structure (rhythm) of oral words.	
Claps or beats the rhythm (syllable beats) in own name and other familiar names.	✓
<b>Phonological Awareness</b> – Begins to combine (blend) parts of compound words to make a whole word.	
When the adult provides 2 words that can be combined to form a compound word, child identifies the compound word (e.g., given base and ball, she produces the word baseball).	✓
<b>Print Awareness</b> – Demonstrates interest in books and what they contain.	
Recognizes specific books by their cover; asks to be read to; asks for favorite books to be read again and again; pretends to read; makes comments and asks questions as story is read; participates in rereading by supplying repetitive phrases.	✓
<b>Print Awareness</b> – Understands how books work and the way they are handled.	
Recognizes when books are upside down or backwards, and turns to correct orientation.	
<b>Print Awareness</b> – Begins to attend to print in the environment, especially own name.	
Asks questions about printed name and letters in it; recognizes printed name and attempts to print; uses same purposeful scribbling when “writing.”	✓
<b>Print Awareness</b> – Shows awareness that print conveys a message, that print is read rather than the pictures	
Begins to look at and comment about the print as much as the pictures; begins to “read” common signs and other prints when traveling in a vehicle.	
<b>Visual Discrimination</b> – Discriminates likenesses/differences in real objects.	
Identifies which objects are the same or different in color, shape, size, texture.	✓
<b>Visual Discrimination</b> – Discriminates likenesses/differences in pictures objects.	
Can discriminate which pictures objects are alike or different based on color, shape, size, number.	✓



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<b>Visual Whole-Part-Whole Relationships</b> – Develops awareness of parts and wholes and how the parts relate to the whole.	
Completes puzzles of 4 to 10 pieces; notices and identifies missing parts and common objects; constructs a simple block design, using a model.	
Finds hidden figure pictures.	
<b>Visual Sequencing (Patterning)</b> – Uses left-to-right and top-to-bottom scanning and observes and reproduces each element in a pattern of 3-dimensional objects.	
Continues a color-, or shape – or size-pattern using a concrete model.	
Continues a pattern of 2 variables (shape and color, color and size, or size and shape) from a concrete model.	✓
<b>Letter Recognition</b> – Begins to recognize beginning letter of familiar words or environmental print.	
Looks at peer’s name in print and recognizes that Johnny starts with the same letter as his own name, Joshua.	✓
<b>Letter Recognition</b> – Attempts to “write” his own name.	
“Writes” name on paper, letters may or may not be readily identifies by others; letters may or may not be from left to right or in a straight line.	✓
<b>Speech and Language Development for 49 through 60 months (4 years to 5 years)</b>	
<b>Listening and Understanding</b> – Understands story events and overall theme and conversations.	
Recalls more detail from stories, using growing vocabulary.	✓
Recalls many events from recent experiences (e.g., field trip or family excursion).	✓
Holds conversation with adults or peers about familiar books.	✓
<b>Listening and Understanding</b> – Relates plot of story to self and own experiences.	
Makes comments during story reading that relate the story content to previous stories, or to be his own life experiences.	✓



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Correctly answers questions about the story plot and events.	
<b>Listening and Understanding</b> – Can organize more events and more complex events in sequential order.	
Shows understanding of stories with more complex chain of events.	✓
Begins to predict what might happen next.	✓
Follows a sequence of 3 directions.	✓
<b>Verbal expression and Communication</b> – Engages in dialogue (conversation with others).	
Asks questions and makes comments related to a topic of discussion.	✓
Understands and uses past, present, and future verb tense appropriately.	✓
<b>Verbal expression and Communication</b> – Organizes major steps of an event or story in sequential order.	
Retells story with many events in appropriate sequence, with and without pictures.	✓
Verbalizes the major events of the day with some sequential order.	✓
<b>Verbal expression and Communication</b> – Uses an increasingly complex and varied spoken vocabulary and sentence structure.	
Labels objects in books using a variety of adjectives.	
Comments on characters and events in books and movies.	✓
<b>Verbal expression and Communication</b> – Asks many types of questions and responds correctly to many types of questions.	
Asks and answers who, what, where, when, why questions.	✓
<b>Phonological Awareness</b> – Develops increasing sense of syllable structure in oral words.	
Claps or beats the syllable rhythm in 2- to 4- syllable words.	✓



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<b>Phonological Awareness</b> – Produces rhyming words.	
Produces, independently of adult assistance, a word, real or nonsense, which rhymes with his name or another given word (make sure that she is varying her responses and not memorizing rhyming pairs).	✓
<b>Phonological Awareness</b> – Starts to develop an awareness of beginning sounds in words.	
Identifies whether or not two words begin with the same sound (when adult gives 3 or 4 oral words, child selects those that begin with the same sound and identifies the sound, not the letter).	✓
Names several words that begin with the same sound as his name.	✓
<b>Phonological Awareness</b> – Continues to increase awareness of syllable structure of oral words.	
Consistently claps the syllables beat of words of up to 4 syllables; blends given syllables to identify a whole word; deletes a syllable from a compound word and identifies the remaining part.	✓
<b>Print Awareness</b> – Understands concept of spoken and written word and that alphabet letters have individual names.	
Recognizes printed name and those of siblings or playmates; identifies some of the letters in own name; routinely puts “name” on his products.	✓
<b>Print Awareness</b> – Shows interest in purposeful writing.	
“Writes” messages as part of play activities; asks for help to make a list of things or write a note to someone special.	✓
<b>Print Awareness</b> – Shows good understanding of conventions of print.	
Uses book reading conventions; “reading” front to back, turning 1 page at a time, looking from top to the bottom of the page, pointing to right.	✓
<b>Print Awareness</b> – Demonstrates good word awareness, calls attention to print in the environment, and recognizes some common words.	
Identifies familiar words in books and in environment.	✓



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<b>Print Awareness</b> – Routinely engages in purposeful reading and writing.	
Includes reading and writing activities in dramatic play; initiates writing notes to people; shows pride in writing attempts.	✓
<b>Visual Discrimination</b> – Discriminates likenesses and differences in black and white shapes, figures, and designs with subtle differences in detail or orientation.	
Selects the figure(s) or design(s) that differ based on fine, internal differences or orientation.	
<b>Visual Discrimination</b> – Discriminates likenesses and differences in symbols.	
Correctly sorts letters and numerals and can find words that match; names a few letters and numerals.	✓
<b>Visual Whole-Part-Whole Relationships</b> – Further develops awareness of relationships of parts and wholes using more abstract figures.	
Completes puzzles of 8-20 pieces.	✓
Reproduces a 2-dimensional design with parts that vary by color and shape; constructs representations of objects from parts, with no model.	
<b>Visual Sequencing (Patterning)</b> – Uses left-to-right and top-to-bottom scanning; observes and reproduces a pattern with 3-dimensional objects by using a 2-dimensional paper model.	
Reproduces simple color, size, and shape patterns from a paper model.	✓
<b>Letter Recognition</b> – Begins to recognize letters.	
Recognizes letters of her own name (first and then last) and letters that frequently occur in environmental print.	✓
Recognizes letters in a specific context (mostly environmental print), but may not recognize them when the context changes.	✓
Is more likely to confuse uppercase letters within each of the following groups – DCGOQ, BRPSJU, EF, and NMWAVYHLITKXZ – but may make distinctions between letters that belong to different groups.	✓

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Knows part of the ABC sequence by rote, but does not use it to associate a letter symbol with a letter name.	✓
<b>Letter Recognition</b> – Begins to recognize frequently occurring uppercase and some of the most frequently occurring lowercase letters.	
Can recognize some letters both in a familiar context (own name, environmental print) and in isolation.	✓
Recites ABC's; matches letter symbol with letter names by rote, but may have difficulty with letters that come later in sequence (e.g., Identifies KLMNOP as one letter); discriminates differences between upper and lower case letters.	✓

## Developmental / Content Area: Math

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<b>Math for 36 through 48 months (3 years to 4 years)</b>	
<b>Number and Operations</b> – Begins to identify and label objects using numbers.	
Counts a collection of 1-4 items and begins to understand that the last counting word tells how many.	✓
Can quickly “see” and label a group of objects of one to three with a number.	✓
Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.	✓
<b>Patterns and Algebra</b> – Explores and begins to sort and classify patterns.	
Begins to sort objects on the basis of one dimension, color, size, shape.	✓
<b>Patterns and Algebra</b> – Begins to identify, describe, and extend patterns.	
Begins to recognize, duplicate and create patterns.	✓
Begins to place objects in order through trial and error.	✓



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<b>Measurement</b> – Begins to demonstrate understanding of time, length, weight, capacity and temperature.	
Recognizes and labels measurable characteristics of objects (e.g., “I need the long string.”)	
Uses approximate measures of familiar objects using nonconventional measuring tools.	✓
Begins to use conventional measurement terms (mile, age span, month, cup, etc.) without accuracy.	
Understands time as a sequence of events that relates to her daily life.	✓
<b>Geometry and Spatial Sense</b> – Becomes aware of his body and personal space during active exploration of physical environment.	
Begins to build mental and physical maps of their surroundings.	✓
Responds to “Put it beside,” or “Put it under.”	✓
Explores geometric shapes using their hands, eyes and mind.	✓
<b>Geometry and Spatial Sense</b> – Begins to explore the size, shape, and spatial arrangement of real objects.	
Notices and copies simple repeating patterns, such as a wall of blocks with long, short, long, short...	✓
Begins to notice different shapes and identifies big and small shapes.	✓
<b>Problem Solving and Analyzing Data</b> – Begins to develop foundation for linking concepts and procedures with active experiences.	
Sorts objects and counts and compares the groups formed.	✓
Builds simple structures with blocks.	
<b>Math for 49 through 60 months (4 years to 5 years)</b>	
<b>Number and Operations</b> – Begins to identify and label objects using numbers.	
Develops increased abilities to combine, separate and name “how many” concrete objects.	✓



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<b>Number and Operations</b> – Develops understanding of numbers and their association with objects.	
Begins to associate number concepts, vocabulary, quantities, and numerals in meaningful ways.	✓
Develops increasing ability to count in sequence to 10 and beyond.	✓
<b>Patterns and Algebra</b> – Explores and begins to sort and classify objects.	
Shows understanding of and uses comparative words.	✓
Groups common related objects; shoe, sock, foot; apple, orange, plum.	✓
<b>Patterns and Algebra</b> – Identifies, describes, and extend patterns.	
Copies repeating patterns and begins to construct own patterns.	✓
<b>Measurement</b> – Begins to demonstrate understanding of time, length, weight, capacity and temperature.	
Constructs a sense of time as it relates to his daily life.	✓
Participates in measuring activities using conventional and nonconventional measuring tools.	✓
Uses conventional measurement, time, and money terms with some accuracy.	✓
<b>Spatial Sense and Geometry</b> – Becomes aware of personal space during active exploration of physical environment.	
Builds an increasing understanding of directionality, order, and positions of objects, and words such as up, down, over, under, top, bottom, inside, out-side, in front, and behind.	✓
<b>Spatial Sense and Geometry</b> – Explores and recognizes the size, shape, and spatial arrangement of real objects.	
Identifies and labels several shapes (e.g., circle, square, triangle, rectangle).	✓
<b>Problem Solving and Analyzing Data</b> – Begins to develop foundation for linking concepts and procedures with active experiences.	
Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity.	✓



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<b>Science for 37 through 48 months (3 years to 4 years)</b>	
<b>Life Science</b> – Observes surrounding in relation to knowledge and methods about life science.	
Understands new information and begins to explore more complex situations and concepts.	
Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.	✓
Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.	✓
<b>Earth and Space Science</b> – Understands sequencing and time in relation to knowledge and methods about Earth and space.	
Understands the sequence of daily events.	✓
Demonstrates some understanding of duration of time, “all day,” “for two days.”	✓
<b>Physical Science</b> – Solves problems in relation to knowledge and methods about energy.	
Begins to participate in simple investigations to test observations, discuss and draw conclusions, and form generalizations.	
Thinks about a problem and figures out what to do.	
<b>Science Development for 49 through 60 months (4 years to 5 years)</b>	
<b>Life Science</b> – Recognizes that living things are made up of parts.	
Begins to make comparisons among living things such as flowers, insects and animals.	✓
<b>Life Science</b> – Recognizes that people use their 5 senses to explore their environment.	
Expands knowledge of and abilities to observe, describe and discuss the natural world, materials, living things and natural processes.	✓

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<b>Life Science</b> – Recognizes that living things live in different environments.	
Expands knowledge of and respect for her body and the environment.	✓
<b>Earth and Space Science</b> – Recognizes the concept of day and night, daily weather conditions and that time and temperature can be measured with a clock and thermometer.	
Continues to ask questions about the natural world and seeks answers through active exploration.	✓
<b>Earth and Space Science</b> – Recognizes a variety of earth materials by their observable properties (rocks, sand, dirt)	
Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships.	
<b>Earth and Space Science</b> – Classifies materials by their elements.	
Develops increasing abilities to classify, compare and contrast objects, events and experiences.	✓
<b>Physical Science</b> – Recognizes the basic concept that forces can move objects.	
Begins to participate in simple investigations to test observations, discuss and draw conclusions and form generalizations.	
<b>Physical Science</b> – Recognizes that objects have observable properties that can change over time and under different conditions.	
Develops growing abilities to collect, describe and record information through a variety of means, including discussion, drawing, maps and charts.	✓
<b>Physical Science</b> – Recognizes that the sun gives us light.	
Begins to describe and discuss predictions, explanations and generalizations based on past experiences.	
<b>Physical Science</b> – Recognizes that sound is produced when two objects collide.	
Uses senses to observe and explore classroom materials and natural phenomena.	✓



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<b>Social Studies for 36 through 48 months (3 years to 4 years)</b>	
<b>Human Interactions</b> – Discriminates individual, culture and community.	
Begins to recognize likenesses and differences in others.	✓
Begins to understand family structures and roles.	✓
Draws self, usually with head and not much detail.	✓
Acts out family roles in dramatic play center.	
<b>Human Interactions/Culture</b> – Develops growing awareness of jobs and what is required to perform them.	
Participates in classroom jobs.	✓
<b>Human Interactions/Culture</b> – Begins to understand the reason for rules.	
Follows simple class rules.	✓
Participates in class clean-up or group activities	✓
Understands that there is no hitting because it hurts.	✓
Learns to wait (for a short period of time) for her turn.	✓
<b>History</b> – Identifies Common Events and Routines.	
Knows when it is snack time or meal time.	
Recognizes routines of washing hands before eating or brushing teeth after meals or before bed time.	
<b>History</b> – Begins to categorize time intervals.	
Uses the word “today,” or “day” and “night” to talk about time of day; sometimes uses the wrong term.	✓



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# The Tennessee Early Learning Standards Correlated to the TeachSmart® Learning System by Hatch®

## Developmental / Content Area: Social Studies

Tennessee Early Learning Standard	TeachSmart® Learning System
<b>History</b> – Recognizes the changes in environment.	
Recognizes that it is rainy, sunny, hot and cold.	✓
<b>Social Studies for 49 through 60 months (4 years to 5 years)</b>	
<b>Human Interactions/Culture</b> – Discriminates individual, culture and community.	
Recognizes own gender.	
Begins to understand family structures and roles.	
Notices similarities and differences in people.	✓
Plays and acts out family roles in dramatic play center.	
<b>Human Interactions/Culture</b> – Develops growing awareness of jobs and what is required to perform them.	
Participates in classroom jobs.	✓
Looks at books and identifies jobs of persons.	
Chooses “leader” or “boss” for activity.	✓
<b>Human Interactions/Culture</b> – Begins to understand the reason for rules.	
Helps make and follows class rules.	✓
Places personal symbol at interest area to denote her place.	
Participates in class clean-up or group activities.	✓
Can state a rule and simply explain the “why” of rule. e.g., Don’t push because someone will fall.	✓
Learns to wait (for longer periods of time) for his turn.	✓
<b>History</b> – Identifies common events and routines.	
Understands that the day follows a schedule.	✓



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## Developmental / Content Area: Social Studies

Tennessee Early Learning Standard	TeachSmart® Learning System
Understands and can predict the next events that will happen in the day.	✓
<b>History</b> – Begins to categorize time intervals.	
Uses terms “today,” “tomorrow,” “next time” with some accuracy.	✓
Begins to understand concepts of before and after.	✓
<b>History</b> – Recognizes the changes in environment.	
Recognizes that it is rainy, sunny, cool, hot.	✓
Begins to recognize seasons (if he lives in a place where seasonal differences are apparent).	✓
<b>Geography</b> – Begins to express and understand concepts and language of geography in the context of her classroom, home and community	
Recognizes common features in his immediate environment (playground, library, restroom).	✓
Creates drawings of home, school, etc.; can make simple map of home to show different areas and talk about what is in those areas (stove in kitchen).	✓
Identifies important or familiar landmarks (fire house, grocery store, etc.).	
Identifies common features of local landscape (houses, streets, buildings).	✓
<b>Geography</b> – Begins to understand that people need food, clothing and shelter.	
Begins to understand that people need nutritious food.	✓
Understands that he must put on a coat and warm shoes in cold weather.	✓
Understands that people need a place to live.	✓
<b>Economics</b> – Begins to understand what services the community workers provide.	
Understands that the fire fighters help others in many ways.	✓
Understands that police officers help people in different ways.	✓



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## Developmental / Content Area: Social Studies

Tennessee Early Learning Standard	TeachSmart® Learning System
Begins to understand that there are other community workers that help his community.	✓
<b>Economics</b> – Begins to understand the concept of money.	
Understands that money can buy items.	
Understands that some items cost more than others.	

## Developmental / Content Area: Creative Arts

Tennessee Early Learning Standard	TeachSmart® Learning System
<b>Creative Arts for 37 through 48 months (3 years to 4 years)</b>	
<b>Music – Responds to sound.</b>	
Participates in group music experiences.	
Explores, with increasing interest and enjoyment, a variety of music activities, including listening, singing, finger plays, games and performances.	
“Plays with” with a variety of musical instruments; may use them in unique ways.	
<b>Music</b> – Uses sounds.	
Explores vocal pitch sounds.	
<b>Art</b> – Focuses on and shows fascination for fun things.	
Begins to develop ability to work independently; begins to establish a sense of “order” in art’s messy mediums by use and practice with each medium.	
Begins to demonstrate some care and some persistence in a variety of art projects, often trying one medium many.	✓
<b>Art</b> – Scribbles and paints.	



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# The Tennessee Early Learning Standards Correlated to the TeachSmart® Learning System by Hatch®

## Developmental / Content Area: Creative Arts

Tennessee Early Learning Standard	TeachSmart® Learning System
Begins to add some detail to drawings, paintings, models and other art creations.	✓
<b>Art</b> – Uses a variety of art materials for tactile experience and exploration.	
Gains ability in using different art media and materials in a variety of ways for creative expression and representation.	✓
<b>Art</b> – Responds to artistic creations or events.	
Begins to share opinions about artistic products and experiences.	✓
<b>Movement and Dramatic Play</b> – Controls body to participate in creative movement and drama.	
Expresses through movement and dancing what is felt through music.	
Shows growth in moving to music.	
Imitates and pretends to be different characters.	
<b>Movement and Dramatic Play</b> – Begins to purposefully act on his movement.	
Participates in a variety of dramatic play activities; shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.	
Takes things apart and starts to try to fit things together, enjoys the process of destruction and recreation.	
<b>Creative Arts for 49 through 60 months (4 years to 5 years)</b>	
<b>Music</b> – Responds to sounds.	
Participates in group music experiences.	
Explores with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games and performances.	
Experiments with a variety of musical instruments.	
<b>Music</b> – Uses sounds.	



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# The Tennessee Early Learning Standards Correlated to the TeachSmart® Learning System by Hatch®

## Developmental / Content Area: Creative Arts

Tennessee Early Learning Standard	TeachSmart® Learning System
Explores vocal pitch sounds.	
Begins willingness to sing alone as well as with the group.	✓
<b>Art</b> – Focuses on and shows fascination for fun things.	
Develops growing abilities to work independently and demonstrate care and persistence in a variety of art projects.	✓
<b>Art</b> – Scribbles and paints.	
Progresses in abilities to create drawings, paintings, models and other art creations that have more detail.	✓
<b>Art</b> – Uses a variety of art materials for tactile experience and exploration.	
Gains ability in using different art media and material in a variety of ways for creative expression and representation.	✓
<b>Art</b> – Responds to artistic creations or events.	
Begins to understand and share opinions about artistic products and experiences.	✓
<b>Movement and Dramatic Play</b> – Controls body to participate in creative movement and drama.	
Expresses through movement and dancing what is felt and heard in various musical tempos; responds to changes in tempo or genre.	
Shows growth in moving in time to different patterns of beat and rhythm in music.	
Imitates and pretends to be different characters.	
<b>Movement and Dramatic Play</b> – Begins to purposefully act on the environment.	
Participates in a variety of dramatic play activities; shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.	
Participates with others in dramatic play, negotiating role and setting up events.	

# The Tennessee Early Learning Standards Correlated to the TeachSmart® Learning System by Hatch®

## Developmental / Content Area: Social and Emotional Development

Tennessee Early Learning Standard	TeachSmart® Learning System
<b>Social and Emotional Development for 37 through 48 months (3 years to 4 years)</b>	
<b>Self Concept</b> – Shows greater comfort with independence and increased feelings of self-worth.	
Takes pride in accomplishments (e.g., “I washed my hands by myself!” or “I did the puzzle myself.”)	✓
Develops a sense of humor; can laugh at self and others when small accidents happen.	✓
<b>Self Concept</b> – Shows positive self-esteem.	
Recognizes own special interests and abilities (e.g., child announces, “I am a scientist because I can figure out how things work!”)	✓
Has trusting relationships with other children and adults.	✓
<b>Self Concept</b> – Verbalizes feelings, needs, and wants.	
Talks to others (including dolls, puppets, imaginary friends) about what she is thinking about and how she feels.	✓
Continues to use physical ways of expressing self when feelings are intense.	✓
<b>Self Control</b> – Manages own behavior with increasing skill.	
Gains new understanding about other people’s feelings to guide the way he manages own behavior.	✓
<b>Self Control</b> – Gains control over impulses.	
Can delay having desires met (e.g., offers to set the timer to indicate when it will be his turn to use the computer).	✓
Shows empathy and compassion for others.	✓
<b>Self Control</b> – Shows willingness to follow simple rules.	
Relates rules verbally, although she might lapse into forgetting to follow them at times.	✓
Can follow group rules and recognizes when a classmate has not followed the rules.	✓



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# The Tennessee Early Learning Standards Correlated to the TeachSmart® Learning System by Hatch®

## Developmental / Content Area: Social and Emotional Development

Tennessee Early Learning Standard	TeachSmart® Learning System
<b>Cooperation</b> – Engages in cooperative play with other children.	
Can include give-and-take in play with others.	✓
Can sometimes work out problems encountered during play with others.	✓
<b>Cooperation</b> – Shows increasing ability to understand the feelings of other children.	
Is aware of how actions affect others (e.g., finishes painting at the easel and calls waiting child to come).	
Can verbalize how others are feeling (e.g., explains to adult why another child is upset).	✓
<b>Cooperation</b> – Shows increasing willingness to work out problems with peers.	
More willing to discuss problems and issues to work out solutions.	✓
Participates in transitions and assists with routines (e.g., helps other children pick up spilled blocks).	✓
<b>Cooperation</b> – Is willing to participate in group activities.	
Able to accept others' ideas and change own behavior.	✓
Stays with a task until it is completed.	✓
<b>Social and Emotional Development for 49-60 months (4 years to 5 years)</b>	
<b>Self concept</b> – Uses words and seeks adult help when needed to resolve conflicts.	
Shows increasing ability to use compromise and discussion in working, playing, and resolving conflicts with peers.	✓
Shows progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming selves, others or property.	✓
Understands and follows the use of a timer or other device to determine when one child's turn ends and another's begins.	

# The Tennessee Early Learning Standards Correlated to the TeachSmart® Learning System by Hatch®

## Developmental / Content Area: Social and Emotional Development

Tennessee Early Learning Standard	TeachSmart® Learning System
<b>Cooperation</b> – Participates in the group life of the class.	
Increases abilities to sustain interactions with peers by helping, sharing and discussion.	✓
Shows progress in developing friendships with peers.	✓
Develops increasing abilities to give and take in interactions (e.g., takes turns in games or uses materials to interact without being overly submissive or directive.)	✓
<b>Self Control</b> – Demonstrates self confidence.	
Begins to develop and express awareness of self in terms of specific abilities, characteristics and preferences.	
Demonstrates growing confidence in a range of abilities, and expresses pride in accomplishments.	✓
<b>Self Control</b> – Follows simple classroom rules and routines and uses classroom materials carefully.	
Shows a friend where to put blocks on the shelf during cleanup time (shows how to use board icons).	✓
Knows to go to the book corner after snack.	
<b>Self Control</b> – Shows empathy and caring for others.	
Develops growing understanding of how own actions affect others, and begins to accept the consequences of own actions.	✓
Progresses in responding sympathetically to peers who are in need, upset, hurt or angry, and in expressing empathy or caring for others.	✓
Responds positively to others' ideas.	✓
<b>Management of Self Within the Learning Environment</b> – Shows eagerness and curiosity as a learner.	
Shows interest in how water makes the wheel turn at the water table.	
Asks how the caterpillar can live in the cocoon with no food or water.	



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# The Tennessee Early Learning Standards Correlated to the TeachSmart® Learning System by Hatch®

## Developmental / Content Area: Social and Emotional Development

Tennessee Early Learning Standard	TeachSmart® Learning System
Discusses with another child why the paint turned brown after the brush was used for several different colors.	
<b>Management of Self Within the Learning Environment</b> – Shows some self direction.	
Finds materials with which to work, such as scissors, tape and markers, for acting on an idea or desire.	
Chooses one activity out of several and becomes engaged in it.	✓
<b>Management of Self Within the Learning Environment</b> – Attends to task and seeks help when encountering a problem.	
Accepts help from the teacher when putting together a puzzle.	✓
Tries to engage the zipper on their coat over and over again until they can do it alone.	
Accepts teacher assigned by peer when playing in dramatic play center.	✓
<b>Management of Self Within the Learning Environment</b> – Approaches tasks with flexibility and inventiveness	
Plays role assigned by peer when playing in a dramatic play center.	✓
Experiments with paint brush to find ways to keep the paint from dripping.	
Tries to staple pieces of paper together after unsuccessfully trying to tape them together.	

## Developmental / Content Area: Physical Development

Tennessee Early Learning Standard	TeachSmart® Learning System
<b>Physical Development for 37 through 48 months (3 years to 4 years)</b>	
<b>Movement and Coordination</b> – Moves with enough control to perform more complex tasks.	
Maintains balance on a two-by-four.	



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# The Tennessee Early Learning Standards Correlated to the TeachSmart® Learning System by Hatch®

## Developmental / Content Area: Physical Development

Tennessee Early Learning Standard	TeachSmart® Learning System
Climbs with more agility on the jungle gym.	
Jumps with confidence in ability from low platform.	
Develops coordination of moving arms and legs in order to pump on a swing.	
Runs up to a ball and kicks it while maintaining balance.	
Gallops, runs, walks, wiggles, and tiptoes along with classmates, watching and imitating movements.	
Throws a variety of objects overhand with increasing accuracy.	
<b>Fine Motor</b> – Uses hands with increasing control and precision for a variety of purposes.	
Easily grasps hold of writing tools such as pencils, crayons, paint brushes and markers.	✓
Continues to fit together a wide variety of manipulatives such as connecting blocks, pop beads, stacking rings, bristle blocks, etc.	
Shapes play dough or clay into more intricate/representational creations.	
Continues to experiment with scissors.	
Experiments with fitting a variety of objects into a defined space.	
Continues to experiment with building and designing familiar structures with blocks.	
<b>Self-Help and Safety</b> – Begins to perform self-help skills independently.	
Uses the toilet independently.	
Puts on own hat, coat.	
Washes and dries hands with verbal prompts and support.	
Unties shoes, buttons and unbuttons with little or no assistance.	

# The Tennessee Early Learning Standards Correlated to the TeachSmart® Learning System by Hatch®

## Developmental / Content Area: Physical Development

Tennessee Early Learning Standard	TeachSmart® Learning System
<b>Self-Help and Safety</b> – Follows basic health and safety rules.	
Asks permission before leaving room.	
Knows basic safety rules and follows them with verbal reminder.	✓
Begins to look both ways before crossing the street.	
Begins to understand how to dial 911 for an emergency.	
Begins to avoid dangers such as hot stoves and sharp knives.	
<b>Physical Development for 49 through 60 months (4 years to 5 years)</b>	
<b>Movement and Coordination</b> – Moves with balance and control to perform simple, large motor tasks.	
Goes up and down stairs, alternating feet, with or without assistance.	
Runs with control and balance; makes quick stops, turns easily without slowing down.	
Gallops with a smooth motion.	
Climbs on a variety of equipment.	
<b>Movement and Coordination</b> – Coordinates movements to perform more complex tasks.	
Throws overhand with accuracy by hitting stationary target.	
Bounces a ball and catches it.	
Catches a ball by moving to adjust to the direction the ball is traveling.	
Uses simple playground equipment such as slide, seesaw, and swings.	
<b>Fine Motor</b> – Uses strength and control to perform simple fine motor tasks.	
Uses simple equipment such as stapler, paper punch, scissors, tape dispenser.	✓
Uses simple work tools such as hammer, screw driver and saw.	



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## Developmental / Content Area: Physical Development

Tennessee Early Learning Standard	TeachSmart® Learning System
<b>Fine Motor</b> – Uses eye-hand coordination to perform fine motor tasks.	
Uses play dough to make more refined objects.	
Begins to hold pencils with a pincer grasp.	✓
Puts together large floor puzzles.	
Constructs block structure by copying or using pattern blocks.	
Uses scissors to cut on a line or around a large picture.	
<b>Personal and Social Responsibility</b> – Performs some self-help skills independently.	
Manages dressing tasks independently.	
Manages zippers, buttons, buckles and Velcro (has not mastered tying shoes).	
Blows nose and uses tissue to wipe nose.	
<b>Personal and Social Responsibility</b> – Follows basic health and safety rules.	
Covers mouth when coughing or sneezing.	
Washes hands after using the toilet and before eating snack or lunch.	
Tries new food and participates in talks about nutrition.	
Discusses the role of doctors, dentists, fire and police officers and other community helpers.	✓
Follows safety rules of classrooms and playground.	✓
Progresses in physical growth, strength, stamina and flexibility.	
Actively participates in games, outdoor play and other forms of exercise that promote physical fitness.	



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