

The Tennessee Early Learning Standards Correlated to iStartSmart™ by Hatch®

Approaches to Learning Standards

| Four-year-old Approaches to Learning Standards (AL.PK) | iStartSmart™ |
|--|--------------|
| With eagerness and curiosity actively engage in play as means of exploration & learning | |
| AL.PK.1. Independently interact with a variety of materials through multiple play activities | |
| AL.PK.2. Self-select play activities to support own curiosity and to engage in pretend and imaginative play (e.g., testing theories, acting out imagination) | |
| AL.PK.3. Demonstrate an awareness of connection between prior and new knowledge | ✓ |

Social Emotional Standards

| Four-year-old Social Emotional Standards (SE.PK) | iStartSmart™ |
|--|--------------|
| Self Concept | |
| SE.PK.1. Describe self using several different identifying characteristics and/or unique qualities (abilities, interests, gender, culture, etc.) | |
| SE.PK.2. Develop a basic awareness of self as an individual, self within the context of family and self within the context of community | |
| SE.PK.3. Display sense of accomplishment, contentment, and acknowledgement when completing a task or solving a problem | ✓ |
| Relationship with Adults | |
| SE.PK.4. Interact and develop positive relationships with significant adults (e.g., primary caregivers, teachers, and other familiar adults) | |
| SE.PK.5. Seek and accept guidance from primary caregivers, teachers, and other familiar adults | ✓ |
| Understand and follow rules and routines | |
| SE.PK.12. Demonstrate an understanding of rules through actions and conversations | ✓ |
| SE.PK.13. Engage easily in routine activities (e.g., large group, small group, center time, etc.) | ✓ |
| SE.PK.14. Use materials purposefully, safely, and respectfully as set by group rules | ✓ |



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Reading Informational Text

| Four-year-old Reading Informational Text Standards (RI.PK) | iStartSmart™ |
|--|--------------|
| Key Ideas and Detail | |
| RI.PK.1. With guidance and support, ask and answer questions about informational text | ✓ |
| RI.PK.2. With guidance and support, recall important facts from informational text | ✓ |
| RI.PK.3. With guidance and support, relate informational text to personal experience or other text | ✓ |
| Craft and Structure | |
| RI.PK.4. Expand vocabulary by participating in discussions or answering questions, about unfamiliar words in informational text | ✓ |
| RI.PK.5. Identify that the title of the book is found on the front cover | ✓ |
| RI.PK.6. With guidance and support, identify the role of the author and the illustrator | ✓ |
| RI.PK.7. With guidance and support, use illustrations to describe characters, settings or predict events in the story | ✓ |
| Integration of Knowledge or Ideas | |
| RI.PK.8. (Begin in Kindergarten) | |
| RI.PK.9. With guidance and support, identify the similarities and differences between books on the same topic | |
| Range of Reading and Text Complexity | |
| RI.PK.10. Actively listen and participate in small and large group activities when informational text is read aloud or discussed | |

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Reading Literature Standards

| Four-year-old Reading Literature Standards (RL.PK) | iStartSmart™ |
|--|--------------|
| Key Ideas and Detail | |
| RL.PK.1. With guidance and support, ask, and answer questions about text read aloud | ✓ |
| RL.PK.2. With guidance and support, recall important facts to retell a story in sequence | ✓ |
| RL.PK.3. With guidance and support, identify major characters, settings, and events from a story or nursery rhyme | ✓ |
| Craft and Structure | |
| RL.PK.4. Expand vocabulary by asking and answering questions about unfamiliar words in a story or nursery rhyme read aloud | ✓ |
| RL.PK.5. With guidance and support, identify common text as a story book, nursery rhyme, or poem | ✓ |
| RL.PK.6. With guidance and support identify the role of the author and the illustrator | ✓ |
| Integration of Knowledge or Ideas | |
| RL.PK.7. With guidance and support, use illustrations to describe characters, settings, or predict events in the story | ✓ |
| RL.PK.8. (not applicable to literature) | |
| RL.PK.9. With guidance and support, relate the story to previous stories or one's life experiences | ✓ |
| Range of Reading and Text Complexity | |
| RL.PK.10. Actively listen and participate in small and large group activities when literature is read aloud or discussed | ✓ |

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Reading Foundational Skills

| Four-year-old Reading Literature Standards (RF.PK) | iStartSmart™ |
|---|--------------|
| Print Concepts | |
| RF.PK.1. Demonstrate understanding of basic features of print | |
| RF.PK.1a. Handle books respectfully and appropriately, right-side-up and turning pages one at a time, front to back | |
| RF.PK.1b. Recognize spoken words can be written and read | ✓ |
| RF.PK.1c. With guidance and support, understand that words are made up of alphabet letters which have individual names and are written in a specific sequence | ✓ |
| RF.PK.1d. Recognize frequently occurring uppercase letters and some of the most frequently occurring lowercase letters | ✓ |
| Phonological Awareness | |
| RF.PK.2. Demonstrate increasing understanding of spoken words, syllables, and sounds (phonemes) | ✓ |
| RF.PK.2a. Recognize rhyming words in spoken language | ✓ |
| RF.PK.2b. With guidance and support, count and name the number of individual words in a spoken sentence | ✓ |
| RF.PK.2c. With guidance and support, count, pronounce, blend, and segment syllables in spoken words | ✓ |
| RF.PK.2e. With guidance and support, identify whether or not two words begin with the same sound | ✓ |

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Reading Foundational Skills

| Four-year-old Reading Literature Standards (RF.PK) | iStartSmart™ |
|---|--------------|
| Phonics and Word Recognition | |
| RF.PK.3. Demonstrate word awareness by identifying familiar words in books and environment | |
| RF.PK.3a. Demonstrate developing basic knowledge of letter-sound correspondence association by beginning to match the name and initial sound of some consonant letters such as in own name, classmates' names, or common words. | ✓ |
| RF.PK.3b. (Begin in Kindergarten or when individual child is ready) | |
| RF.PK.3c. Recognize own name in print and some other common symbols and words in the environment (e.g., classmates' names, STOP, GO, etc.) | ✓ |
| RF.PK.3d. With guidance and support, distinguish between words with the same and different first letter sounds | ✓ |
| Fluency | |
| RF.PK.4. Demonstrate an awareness of story events and overall theme in picture books, by using illustrations (observing and discussing) to support "reading" the words in the text | ✓ |

Writing Standards

| Four-year-old Writing Standards (W.PK) | iStartSmart™ |
|--|--------------|
| Text Type and Purposes | |
| W.PK.1. With guidance and support, use a combination of drawing, dictating, and emergent writing to express a preference or opinion about a specific topic or text | |
| W.PK.2. With guidance and support, use a combination of dictating and drawing to explain information about a familiar topic | |
| W.PK.3. With guidance and support, use a combination of drawing and dictating emergent writing to tell a real or imagined story | |

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Writing Standards

| Four-year-old Writing Standards (W.PK) | iStartSmart™ |
|---|--------------|
| Production and Distribution of Writing | |
| W.PK.5. (Begin in Kindergarten or when individual child is ready) | |
| W.PK.6. With guidance and support from adults, explore a variety of digital tools (e.g., computers, smart board and tables, iPads, phones, etc.), to convert oral messages and ideas into words and/or pictures | ✓ |
| Research to Build and Present Knowledge | |
| W.PK.7. With guidance and support, participate in shared research and emergent writing projects (e.g., explore a number of books by a favorite author and express opinions about them) | |
| W.PK.8. With guidance and support from adults, recall information from experiences or gather information from provided sources (e.g., books, internet, classroom guests), to answer a question | ✓ |

Language Standards

| Four-year-old Language Standards (L.PK) | iStartSmart™ |
|--|--------------|
| Conventions of Standard English | |
| L.PK.1. Through adult modeling, guidance and support, use complete sentences to express a thought or idea | |
| L.PK.1a. Print some upper and lowercase letters (letters may not be of conventional size or shape) | ✓ |
| L.PK.1b. Use frequently occurring nouns and verbs | |
| L.PK.1c. With guidance and support, form regular plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs; wish, wishes) | |
| L.PK.1d. With guidance and support, understand and use question words (e.g., who, what, where, when, why, how) | |
| L.PK.1e. Understand and appropriately use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with) | ✓ |



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Language Standards

| Four-year-old Language Standards (L.PK) | iStartSmart™ |
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| L.PK.1f. Participate in shared language activities and use increasingly complex and varied spoken vocabulary | ✓ |
| L.PK.2. Inconsistently uses conventions of standard English capitalization, punctuation and spelling when writing | |
| L.PK.2c. Show awareness of conventional letter-sound relationships through use of invented spelling and describing what was written | |
| L.PK.2d. With prompting and support, use invented spelling when writing | |
| Vocabulary Acquisition and Use | |
| L.PK.4. With guidance and support, ask or answer questions about the meaning of new words and phrases introduced through books, activities, and play | |
| L.PK.4a. With guidance and support, recognize and use words appropriately which are similar in meaning (e.g., happy/glad, angry/mad) | |
| L.PK.5. With guidance and support, participate in discussions to determine the meaning of unfamiliar words found in text or used in conversations | |
| L.PK.5a. Sort familiar objects into categories and identify the “common” factor of the group (e.g. Identify reason {common factor} for grouping objects; categorize animals by those who fly or walk; group cars by color or number of doors, etc) | ✓ |
| L.PK.5b. Demonstrate understanding of the most frequently occurring adjectives and opposites (e.g., more/less, empty/full, happy/sad, stressed/relaxed) | |
| L.PK.5c. Apply words learned in classroom activities to real-life examples (e.g., name places in school which are fun, quiet, or noisy) | |
| L.PK.5d. With guidance and support, show understanding of similar words by demonstrating the meaning of the words or using the words in conversations (e.g. talk, chat, whisper; car, vehicle) | |
| L.PK.6. Use words and phrases acquired through conversations, listening to books read aloud, and play | |

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Mathematics Standards: Counting and Cardinality

| Four-year-old Mathematics Standards (PK.CC) — Counting and Cardinality | iStartSmart™ |
|---|--------------|
| Know number names and counting sequence | |
| PK.CC.1. Listen to and say the names of numbers in many contexts | ✓ |
| PK.CC.2. Count forward in sequence from 1 - 20 | ✓ |
| PK.CC.3. Understand the relationships between numerals and quantities up to 10 | ✓ |
| Count to tell the number of objects | |
| PK.CC.4. Understand the relationship between numbers and quantities with concrete objects up to 10 | ✓ |
| PK.CC.4a. Use one-to-one correspondence to accurately count up to 7 objects in a scattered configuration | ✓ |
| PK.CC.4b. (Begin in Kindergarten or when individual child is ready) | |
| PK.CC.4c. (Begin in Kindergarten or when individual child is ready) | |
| PK.CC.5. With guidance and support, count to answer “how many?” questions about as many as 10 things arranged in a line or as many as 7 things in a scattered configuration | ✓ |
| Compare numbers | |
| PK.CC.6. Use comparative language, such as more/less than, equal to, to compare and describe collections of objects | ✓ |
| PK.CC.7. With guidance and support count and group objects by number to ten | ✓ |

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Mathematics Standards: Operations and Algebraic Thinking

| Four-year-old Mathematics Standards (PK.OA) — Operations and Algebraic Thinking | iStartSmart™ |
|--|--------------|
| Understand addition as putting together and adding to, and understand subtraction as taking apart and taking away | |
| PK.OA.1. Use concrete objects to model real-world addition (putting together) and subtraction (taking away) problems up through five | ✓ |
| PK.OA.2. (Begin in Kindergarten or when individual child is ready) | |
| PK.OA.3. (Begin in Kindergarten or when individual child is ready) | |
| PK.OA.4. (Begin in Kindergarten or when individual child is ready) | |
| PK.OA.5. (Begin in Kindergarten or when individual child is ready) | |

Mathematics Standards: Measurement and Data

| Four-year-old Mathematics Standards (PK.MD) — Measurement and Data | iStartSmart™ |
|---|--------------|
| Describe and compare measureable attributes | |
| PK.MD.1. Recognize the attributes of length, area, weight, and capacity of everyday objects using appropriate vocabulary (e.g., long, short, tall, heavy, light, big, small, wide, narrow) | ✓ |
| PK.MD.2. Use non-standard and standard techniques and tools to measure and compare the attributes of two or more concrete objects and use words to define attributes of the objects as same/different, more/less, heavy/light | |
| Classify object and count the number of objects in each category | |
| PK.MD.3. Sort, categorize, and classify objects by more than one attribute | ✓ |

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Mathematics Standards: Geometry

| Four-year-old Mathematics Standards (PK.G) — Geometry | iStartSmart™ |
|---|--------------|
| Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) | |
| PK.G.1. Identify relative positions of objects in space, and use appropriate language (e.g., beside, inside, next to, close to, above, below, apart) | ✓ |
| PK.G.2. Identify several basic shapes | ✓ |
| Identify and describe shapes | |
| PK.G.3. With guidance and support, explore two- and threedimensional shapes | ✓ |
| Analyze, compare, create, and compose shapes | |
| PK.G.4. With guidance and support, compare and contrast two- and three- dimensional shapes of different sizes describing the way they are the same or different | ✓ |
| PK.G.5. Identify shapes in the real world environment | |
| PK.G.6. With guidance and support, create and name new shapes formed when putting two shapes together (i.e. two squares together make a rectangle) | |

Physical Development Standards

| Four-year-old Physical Development Standards (PD.PK) | iStartSmart™ |
|---|--------------|
| Fine Motor — demonstrate eye-hand coordination and dexterity needed to manipulate objects | |
| PD.PK.5. Experiment with handheld tools to develop strength, control, and dexterity of small muscles (e.g., paintbrushes, crayons, markers, and a variety of technological tools) | ✓ |
| PD.PK.6. Explore and engage in activities which enhance hand-eye coordination (e.g., building with blocks, creating with clay, putting puzzles together, and using other manipulatives) | ✓ |