

The Kansas Early Learning Standards Correlated to the iStartSmart™ Computer Learning System by Hatch®

Physical Health and Development

Kansas Early Learning Standard	iStartSmart™
Standard 1: Develops Gross Motor Skills	
Benchmark 1.1: Moves body with control and balance (spatial awareness and coordination)	
◦ Balances on one foot	
◦ Hops on one foot	
◦ Runs around obstacles, turns corners	
Benchmark 1.2: Coordinates movements in space to accommodate objects and boundaries	
◦ Steers wheeled toys	
◦ Kicks a large ball	
◦ Moves body into position to catch a ball, and then throws the ball in the right direction	
Standard 2: Develops Fine Motor Skills	
Benchmark 2.1: Moves small muscles with purpose and coordination	
◦ Cuts out simple shapes	
◦ Draws and paints with some detail	✓
◦ Manages large buttons and zippers	
◦ Reproduces some shapes and letters with writing utensils	✓
◦ Grasps scissors with thumb on top	

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Standard 3: Demonstrates behaviors that promote good health	
Benchmark 3.1: Exhibits healthy eating habits	
◦ Eats with fork and/or spoon	
◦ Transfers food and liquid between containers (e.g., serve self during family meals)	
◦ Identifies different food groups	✓
◦ Able to scoop food from large bowl to own plate (e.g., serve self during family meals)	
Benchmark 3.2: Follows safety rules/precautions	
◦ Knows common safety rules that have been discussed	
◦ Behaves appropriately during emergency evacuation drills	
◦ Recognizes warning symbols and communicates their meaning (e.g., red light, stop sign, poison symbol, etc.)	
Benchmark 3.3: Practices personal hygiene	
◦ Takes care of own toileting needs	
◦ Washes and dries hands before eating and after toileting	
◦ Brushes teeth independently after meals	

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Social-Emotional Development

Kansas Early Learning Standard	iStartSmart™
Standard 1: Exhibits sense of self	
Benchmark 1.1: Can differentiate between themselves and others	
◦ Describes personal attributes (e.g. name, boy, girl, taller, shorter, what they look like, what they possess)	✓
◦ Indicates pride in personal accomplishments	✓
Benchmark 1.2: Knows personal information	
◦ Knows name and gender	✓
◦ Shares personal experiences with others	✓
◦ Knows personal information in addition to own name	
Standard 2: Develops positive social relationships	
Benchmark 2.1: Shows attachment and emotional connections toward others	
◦ Encourages or praises peers	✓
◦ Offers to help others who may be in distress (crying, frowning, looking confused)	
Benchmark 2.2: Seeks and maintains friendships	
◦ Expresses interests, acceptance, affection to others	
◦ Plays with different friends each day	
◦ Demonstrates an understanding of the relationships between spoken words and written language (makes pretend lists, participates in the dictation or oral stories)	✓

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Standard 3: Develops self-control and personal responsibility	
Benchmark 3.1: Demonstrates an understanding of simple rules and limitations	
◦ Follows rules and simple directions	✓
◦ Takes turns (e.g. using things, sharing, expressing self or getting own way)	✓
◦ Adapts behavior appropriate to different environments	✓
◦ Copes with frustration	✓
Benchmark 3.2: Recognizes, expresses and copes with feelings appropriately	
◦ Describes situations which can elicit various emotions (e.g. tells a story that is supposed to make listener sad)	
◦ Understands which forms of emotional expression are acceptable for a given environment (e.g. when to laugh, cry, talk quietly)	✓
◦ Accepts consequences for own actions	✓
Standard 4: Participates in large and small group activities	
Benchmark 4.1: Responds appropriately during group activities	
◦ Provides individual and choral responses when appropriate (e.g. listens to a story and repeats lines or words with the group)	
◦ Remains quiet while others are speaking	
◦ Answers questions that are relevant to the activity or conversation	✓
◦ Listens while others are speaking	✓

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Standard 5: Demonstrates imagination and creativity in play	
Benchmark 5.1: Engages in various levels of play	
<ul style="list-style-type: none"> ◦ Engages in constructive play by manipulating objects or materials for the purpose of constructing or creating something (e.g. builds a fence with blocks, makes a snake out of clay) 	
<ul style="list-style-type: none"> ◦ Engages in dramatic play (e.g. plays house, builds firehouse with blocks) 	
Benchmark 5.2: Engages in play with others	
<ul style="list-style-type: none"> ◦ Creates and occasionally coordinates play with others 	
<ul style="list-style-type: none"> ◦ Plays games with simple rules (e.g. musical chairs or red light/green light) 	✓
<ul style="list-style-type: none"> ◦ Collaborates with others to carry out a play theme (e.g. hospital or grocery store) 	

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Communication and Literacy

Kansas Early Learning Standard	iStartSmart™
Standard 1: Uses language in many different ways	
Benchmark 1.1: Uses gestures, movements, or vocalizations to initiate interactions or to get needs met	
◦ Uses simple pronouns (I, me, you, mine, he, she)	✓
◦ Uses four to seven-word sentences	✓
Benchmark 1.2: Uses language to communicate ideas and feelings	
◦ Uses 300+ words including some descriptive words	
◦ Talks about actions of others	✓
◦ Uses personal experiences, knowledge, and/or feelings when speaking	
◦ Uses third person singular and irregular plurals	✓
Benchmark 1.3: Uses language to solve problems	
◦ Asks “who,” “why,” and “where” questions	✓
◦ Asks for desired objects or assistance	✓
◦ Asks questions to increase understanding including ‘how’ questions	✓
◦ Asks for help as needed	✓
Standard 2: Observes and responds to communication	
Benchmark 2.1: Responds to the verbal and non-verbal communication of others	
◦ Understands commands involving one object or action	✓
◦ Answers simple questions dealing with familiar objects or events	
◦ Answers appropriately when asked what to do if tired, cold, hungry	
◦ Completes simple verbal analogies [e.g., A daddy is big, a baby is ___(small)].	

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Benchmark 2.2: Communicates in home language and is understood by others	
<ul style="list-style-type: none"> ◦ Uses most parts of speech in short, mostly correct sentences, combining four to five words 	✓
<ul style="list-style-type: none"> ◦ Beginning to apply word endings correctly 	
<ul style="list-style-type: none"> ◦ Uses complex sentences to communicate 	✓
<ul style="list-style-type: none"> ◦ Uses vocabulary related to the subject and stays on topic 	✓
Standard 3: Demonstrates early reading skills	
Benchmark 3.1: Listens to reading materials with interest and enjoyment	
<ul style="list-style-type: none"> ◦ Can identify favorite story(ies) 	✓
<ul style="list-style-type: none"> ◦ Pretends to read easy or predictable books 	✓
Benchmark 3.2: Demonstrates knowledge of the alphabet	
<ul style="list-style-type: none"> ◦ Recognizes some letters and words in print 	✓
<ul style="list-style-type: none"> ◦ Identifies some known letters of the alphabet in familiar and unfamiliar words 	✓
Benchmark 3.3: Demonstrates emergent phonemic/phonological awareness	
<ul style="list-style-type: none"> ◦ Recognizes matching sounds and rhymes in familiar words or words in songs 	✓
<ul style="list-style-type: none"> ◦ Recognizes sounds that match 	✓
<ul style="list-style-type: none"> ◦ Produces rhyming words 	✓
<ul style="list-style-type: none"> ◦ Discriminates separate syllables in words 	
<ul style="list-style-type: none"> ◦ Makes some letter-sound connections 	
<ul style="list-style-type: none"> ◦ Identifies some beginning and ending sounds in words 	

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Benchmark 3.4: Exhibits book handling skills	
◦ Holds a book and looks at one page at a time	
◦ Looks at pages of a book left to right	✓
◦ Points to words in a book or runs finger along text	✓
◦ Knows that books have titles, authors, and often illustrators	✓
Benchmark 3.5: Develops/comprehends stories	
◦ Acts out main events of a familiar story	
◦ Uses pictures and illustrations to tell and retell a story	✓
◦ Recalls information and sequence of a story (e.g. setting, characters, events)	✓
◦ Tells stories based on personal experiences, imagination, dreams, and/or stories from books	
◦ Tells stories with a beginning, middle and end	
Standard 4: Demonstrates emergent writing skills	
Benchmark 4.1: Demonstrates an understanding that the purpose of writing is communication	
◦ Demonstrates an understanding of the relationships between spoken words and written language (makes pretend lists, participates in the dictation or oral stories)	✓
◦ Recognizes that print represents spoken words (i.e., first name in print, environmental labels)	✓

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Benchmark 4.2: Demonstrates an understanding of the basic concepts and conventions of print	
◦ Demonstrates an understanding that letters are combined to make words	✓
◦ Knows how print is read (left to right, top to bottom, front to back)	✓
◦ Demonstrates an understanding that words are separated by spaces	✓
◦ Demonstrates an understanding that once an oral message is written it reads the same way every time (recognizes signs, messages from the teacher)	
Benchmark 4.3: Uses writing as means of expression/communication	
◦ Writes or draws; separated scribbles, shapes, pictures, to convey a story	✓
◦ Demonstrates an understanding that drawing can represent ideas, stories or events	✓
◦ Writes some recognizable letters	✓
◦ Copies or writes familiar words	

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Mathematical Knowledge

Kansas Early Learning Standard	iStartSmart™
Standard 1: Demonstrates understanding of number concepts and numerical operations	
Benchmark 1.1 Demonstrates understanding of numbers	
◦ Spontaneously counts for own purposes	✓
◦ Demonstrates understanding of more or less	✓
◦ Demonstrates an understanding that the last number spoken represents the entire set (i.e., counts five blocks on the table and says, “There are five blocks.”)	✓
◦ Rote counts to 10	✓
Benchmark 1.2 Demonstrates an understanding of number computation	
◦ Demonstrates an understanding that a single object is always “one” regardless of size, shape and other attributes	✓
◦ Adds two groups of concrete objects by counting the total (e.g. three blue pegs, three yellow pegs, six pegs altogether)	✓
◦ Subtracts one group of concrete objects from another by taking some away and then counting the remainder (e.g., “I have four carrot sticks, but I’m eating one! Now I have three.”)	✓
Benchmark 1.3 Understands number concepts	
◦ Recognizes whole/part concept relate to concrete objects	✓
◦ Estimates amounts	
◦ Identifies positions as first and last	
Benchmark 1.4 Develops knowledge of sequence and temporal	
◦ Describes the sequence of daily events (e.g. “We will go outside after snack time.”)	
◦ Uses language associated with time in everyday situations (e.g. “I go swimming after lunch.”)	

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Standard 2: Demonstrates an understanding of patterns and relationships (Algebra)	
Benchmark 2.1 Uses the attributes of objects for comparison and patterning	
<ul style="list-style-type: none"> Recognizes, describes, compares, and names common objects by one or more attributes 	✓
<ul style="list-style-type: none"> Describes an object by characteristics it does or does not possess (e.g., “This button doesn’t have holes.”) 	
<ul style="list-style-type: none"> Uses blocks, beads or other materials to make or extend patterns 	✓
<ul style="list-style-type: none"> With adult direction, uses standard and nonstandard measurement units (e.g., measuring body length with unifix cubes, counting number of cups to fill a bucket with water) 	
Standard 3: Demonstrates an understanding of geometric and spatial sense	
Benchmark 3.1 Recognizes and describes spatial relationships	
<ul style="list-style-type: none"> Uses actions and words to indicate position (e.g. over, inside), location (close, far away), or movement (fast, slow) 	✓
<ul style="list-style-type: none"> Demonstrate an understanding of directionality, order and position (e.g., up/down, before/after, first and last) 	✓
Benchmark 3.2 Recognizes geometric shapes and their attributes	
<ul style="list-style-type: none"> Identifies basic shapes in the environment (e.g., circle, square, triangle) 	✓
<ul style="list-style-type: none"> Uses shapes (e.g., blocks) separately or in combination to produce pictures and objects 	✓