

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

Developmental/Content Area: Social-Emotional Development

Arizona Early Learning Standard	iStartSmart™
Concept 1: Self-Awareness	
The child demonstrates an awareness of his or her self.	✓
Demonstrates self-confidence.	✓
Makes personal preferences known to others.	
Demonstrates knowledge of self-identity.	✓
Shows an awareness of similarities and differences between self and others.	
Concept 2: Recognition and Expression of Feelings	
The child recognizes and expresses feelings of self and others.	✓
Associates emotions with words and facial expressions.	✓
Identifies and describes own feelings.	✓
Demonstrates refusal skills by saying, “No” to/in harmful situations.	
Expresses empathy for others.	✓

Developmental/Content Area: Social Interaction with Others

Arizona Early Learning Standard	iStartSmart™
Concept 1: Separation	
The child demonstrates the ability to separate from familiar adults.	
Interacts with others when family member is nearby.	
Separates from family members without undue stress.	
Seeks comfort and security from familiar adults.	



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Developmental/Content Area: Social Interaction with Others

Arizona Early Learning Standard	iStartSmart™
Concept 2: Cooperation	
The child demonstrates the ability to give and take during social interactions.	✓
Responds when adults or other children initiate interactions.	✓
Initiates and sustains positive interactions with adults and friends.	✓
Demonstrates positive ways to resolve conflict.	✓

Developmental/Content Area: Responsibility For Self and Others

Arizona Early Learning Standard	iStartSmart™
Concept 1: Self-Control	
The child follows and understands rules and routines in various environments.	✓
Manages transitions, daily routines and unexpected events.	
Understands and follows rules in the learning environment.	✓
Accepts the consequences of actions positive or negative.	✓
Adjusts behavior for alternate activities and in different settings of the learning environment.	
Concept 2: Respect	
The child acknowledges the rights and property of self and others.	✓
Asks permission before using items that belong to others.	✓
Defends own rights and the rights of others.	✓
Uses courteous words and actions.	✓



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Developmental/Content Area: Responsibility For Self and Others

Arizona Early Learning Standard	iStartSmart™
Participates in cleaning up the learning environment.	
Shows respect for learning materials and toys.	

Developmental/Content Area: Approaches to Learning

Arizona Early Learning Standard	iStartSmart™
Concept 1: Curiosity	
The child is inquisitive about new experiences.	
Selects an activity when choices are provided.	✓
Shows interest in learning new things and trying new experiences.	
Expresses interest in people.	
Asks questions to get information.	✓
Concept 2: Initiative	
The child demonstrates independence.	✓
Initiates interaction with others.	✓
Makes decisions independently.	✓
Develops independence during activities, routines and play.	
Concept 3: Persistence	
The child demonstrates the ability to maintain and sustain a challenging task.	✓
Continuously attends to a task.	✓
Pursues challenges.	✓
Copes with frustration or disappointment.	✓



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Developmental/Content Area: Approaches to Learning

Arizona Early Learning Standard	iStartSmart™
Concept 4: Creativity	
The child demonstrates the ability to express his/her own unique way of seeing the world.	
Uses imagination to generate new ideas.	
Appreciates humor.	
Concept 5: Problem-Solving	
The child demonstrates the ability to seek solutions to problems.	✓
Recognizes problems.	✓
Tries to solve problems.	✓
Seeks adult assistance when support is requested.	✓
Works to solve a problem independently.	✓
Concept 6: Confidence	
The child demonstrates self-assurance in a variety of circumstances.	
Expresses opinions or ideas.	✓
Views self as competent and skilled.	✓
Is willing to take risks and consider a variety of alternatives.	

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Developmental/Content Area: Language and Literacy

Arizona Early Learning Standard	iStartSmart™
Concept 1: Oral Language Development	
The child listens with understanding to directions, stories, and conversations.	✓
Comprehends finger-plays, rhymes, chants, poems, conversations.	✓
Follows directions that involve one step / two steps / a series of unrelated sequences of action.	✓
Concept 2: Speaking and Communicating	
The child uses verbal and nonverbal communication to share ideas for a variety of purposes (e.g. ask questions, express needs, and obtain information).	✓
Communicates needs, wants, and thoughts, through non-verbal gestures, actions, or expressions.	✓
Recites finger plays, rhymes, songs, or short poems.	✓
Makes relevant responses to questions and comments from others.	✓
Is understood when sharing experiences, ideas, and feelings with others through the use of language and gestures.	
Initiates conversations.	✓
Uses appropriate tone and inflection to express ideas, feelings, and needs.	✓
Sustains or expands conversations.	✓

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Developmental/Content Area: Pre-reading Process

Arizona Early Learning Standard	iStartSmart™
Concept 1: Print Awareness	
The child knows that print carries messages.	✓
Distinguishes between print and pictures.	✓
Identifies signs, symbols, and labels in the environment.	✓
Recognizes that letters are grouped to form words.	✓
Knows that each spoken word can be written and read.	✓
Recognizes own written name.	✓
Recognizes written names of friends and families.	✓
Seeks information in printed materials.	
Concept 2: Book Handling Skills	
The child demonstrates how to handle books appropriately and with care.	
Holds a book right side up with the front cover facing the reader, carefully turning the pages one page at a time.	
Identifies where in the book to begin reading.	✓
Understands a book has a title.	✓
Concept 3: Sounds and Rhymes of Spoken Language (Phonological Awareness)	
The child hears and understands the different sounds of spoken language.	✓
Recognizes words that rhyme in familiar games, songs, and stories.	✓
Invents rhymes and repetitive phrases.	✓
Identifies syllables in words by snapping, clapping, or other rhythmic movement.	✓
Recognizes when different words begin or end with the same sound (phonemic awareness).	✓



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Developmental/Content Area: Pre-reading Process

Arizona Early Learning Standard	iStartSmart™
Concept 4: Letter Knowledge	
The child demonstrates knowledge of the alphabet.	✓
Discriminates letters from other shapes and symbols.	
Identifies similarities and differences in letters.	✓
Identifies letters in familiar words, including those in own name.	✓
Recognizes and names at least ten (10) letters of the alphabet.	✓
Makes some letter-sound matches (phonics).	✓
Concept 5: Vocabulary Development	
The child understands and uses increasingly complex vocabulary.	
Identifies familiar objects, people, and events.	✓
Describes familiar objects, people, events, and their attributes with general and specific words and phrases.	
Uses new and expanding vocabulary and grammar, including: <ul style="list-style-type: none"> • positional and directional words (e.g. in, on, out, under, off, beside, behind). • temporal words (e.g. before-after). • comparative words (e.g. faster-slower, heavier-lighter). 	✓
Uses multiple word sentences with grammatical complexity to describe ideas, feelings, activities, and experiences.	
Uses rare words (uncommon words) in communication.	
Concept 6: Comprehension Stories	
The child shows an interest in books and comprehends stories read aloud.	✓
Takes an active role in reading activities.	✓
Asks and answers a variety of questions about stories told or read aloud.	✓

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Developmental/Content Area: Pre-reading Process

Arizona Early Learning Standard	iStartSmart™
Relates stories to life experiences and feelings.	
Makes predictions from what is seen in illustrations or heard from stories.	✓
Makes connections between events in a story.	✓
Retells a story in sequence with prompting or props.	✓

Developmental/Content Area: Pre-writing Process

Arizona Early Learning Standard	iStartSmart™
Concept 1: Written Expression	
The child uses writing materials to communicate ideas.	✓
Uses a variety of writing tools, materials, and surfaces to create drawings or symbols.	✓
Dictates thoughts, ideas, and stories to adults.	✓
Produces scribbles and letter-like forms to represent words, convey ideas, or tell a story.	✓

Developmental/Content Area: Mathematics – Number Sense and Operations

Arizona Early Learning Standard	iStartSmart™
Concept 1: Number Sense	
The child uses numbers and counting as a means to determine quantity and solve problems.	✓
Uses number words in the context of daily routines, activities, and play.	✓
Uses and creates symbols to represent numbers.	✓
Counts groups of objects using one-to-one correspondence.	✓
Compares two sets of objects using terms such as more, fewer, or the same.	✓



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Developmental/Content Area: Mathematics – Number Sense and Operations

Arizona Early Learning Standard	iStartSmart™
Counts a collection of up to 10 items using the last counting word to tell, “How many?”	✓
Identifies numerals 1-10.	✓
Matches numerals to the quantities they represent.	✓
Concept 2: Numerical Operations	
The child uses numbers and counting as a means to compare quantity and understand number relationships.	✓
Describes changes in two or more sets of objects when they are combined.	✓
Describes changes in a set of objects when they are separated into parts.	✓

Developmental/Content Area: Data Analysis

Arizona Early Learning Standard	iStartSmart™
Concept 1: Data Collection and Organization	
The child collects, organizes, and displays relevant data.	
Gathers data about self or the environment.	
Organizes and displays information by shared attribute or relationship.	
Concept 2: Data Analysis	
The child uses data to see relationships and make sense of the environment.	
Uses descriptive language to compare data in picture graphs or other concrete representations.	

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Developmental/Content Area: Patterns

Arizona Early Learning Standard	iStartSmart™
Concept 1: Patterns	
The child recognizes, copies, and creates patterns.	✓
Copies simple patterns.	✓
Extends simple patterns.	✓
Creates simple patterns.	✓

Developmental/Content Area: Geometry and Measurement

Arizona Early Learning Standard	iStartSmart™
Concept 1: Spatial Relationships and Geometry	
The child demonstrates an understanding of spatial relationships and recognizes attributes of common shapes.	✓
Demonstrates understanding of positional terms (e.g., between inside, under, behind).	✓
Identifies or names basic shapes (e.g. circles, cylinders, squares, cubes, triangles) found in the environment.	✓
Represents shapes found in the environment.	
Compares and describes attributes of two- and three dimensional objects using own vocabulary.	✓
Describes the position or location of objects in relation to self or to other objects.	

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Developmental/Content Area: Geometry and Measurement

Arizona Early Learning Standard	iStartSmart™
Concept 2: Measurement	
The child uses measurement to make and describe comparisons in the environment.	
Compares objects using nonstandard units of measurement (e.g. hands, bodies, containers).	
Compares objects and uses terms such as longer-shorter, hotter colder, and faster-slower.	✓
Uses various standard measuring tools for simple measuring tasks.	
Uses appropriate vocabulary to describe time and sequence related to daily routines.	

Developmental/Content Area: Math – Structure and Logic

Arizona Early Learning Standard	iStartSmart™
Concept 1: Logic and Reasoning	
The child recognizes and describes relationships among/between objects relative to their observable attributes.	✓
Matches and sorts objects by one attribute (e.g., size, color, shape, use).	✓
Matches and sorts objects by two or more attributes (e.g., by size and by color).	✓
Describes relationships between groups of objects.	

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Developmental/Content Area: Science (Inquiry)

Arizona Early Learning Standard	iStartSmart™
Concept 1: Observations, Questions, and Hypotheses	
The child asks questions and makes predictions based on observations of events in the environment.	
Demonstrates curiosity about objects, living things, and other natural events in the environment.	
Uses one or more senses to observe and explore objects, living things, and natural events in the environment.	
Examines attributes of objects, living things, and natural events in the environment.	
Describes changes in objects, living things, and the natural events in the environment.	
Observes and describes the relationships between objects, living things and natural events.	
Responds to questions about relationships of objects, living things, and events in the natural environment.	
Asks questions about relationships of objects, living things, and natural events in the environment.	
Predicts the outcome of investigation based on observation.	
Concept 2: Investigation (Scientific Testing)	
The child tests predictions through exploration and experimentation.	
Uses a variety of appropriate tools and materials to complete a planned task or investigation.	
Test predictions through active experimentations.	
Changes experiment plan if results are different than expected and continues testing.	
Persists with an investigation despite distractions and interruptions.	

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Developmental/Content Area: Science (Inquiry)

Arizona Early Learning Standard	iStartSmart™
Concept 3: Analysis and Conclusions	
The child forms conclusions about his/her observations and experimentations.	
Compares and contrasts the attributes of objects and living things.	
Uses a variety of materials to record and organize data.	
Identifies cause and effect relationships.	
Forms logical conclusions about investigations.	
Concept 4: Communication	
The child describes, discusses or presents predictions, explanations and generalizations.	
Shares known facts about objects, living things, and other natural events in the environment, through words or pictures.	
Describes attributes of objects, living things and natural events. (e.g. weight, texture, flavor, scent, flexibility, and sound).	
Displays and interprets data.	
Presents scientific ideas in a variety of ways.	

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Developmental/Content Area: Social Studies (American History)

Arizona Early Learning Standard	iStartSmart™
Concept 1: Research Skills	
The child demonstrates an understanding that information can be obtained from a variety of sources to answer questions about one's life.	
Child seeks information from a variety of sources (i.e. people, books, videos, globes, maps, calendars, etc.).	
Child relates past events with current events or activities.	
Child uses time related words such as yesterday/today/tomorrow.	
Child demonstrates awareness of technology and how it is used to get information.	✓

Developmental/Content Area: World History

Arizona Early Learning Standard	iStartSmart™
Concept 1: Diversity (Contemporary World)	
The child recognizes that he lives in a place with many people, and that there are people and events in other parts of the world.	
Child recognizes that places where people live are made up of individuals from different cultures and who speak different languages.	
Child discusses and asks questions about similarities and differences in other people.	
Child discusses events happening in her/his neighborhood or other parts of the world.	
Child describes some characteristics (e.g. clothing, food, jobs) of the people in his/her community.	

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Developmental/Content Area: Civics and Government

Arizona Early Learning Standard	iStartSmart™
Concept 1: Rights, Responsibilities and Roles of Citizenship	
The child demonstrates a sense of belonging to the community and contributes to its care.	
Child demonstrates responsible behaviors.	✓
Child shows an understanding of how to care for the environment.	
Child recognizes the importance of his/her role as part of a group.	
Child demonstrates choice by voting.	

Developmental/Content Area: Geography

Arizona Early Learning Standard	iStartSmart™
Concept 1: The World in Spatial Terms	
The child demonstrates an awareness of location and spatial relationships.	✓
Child uses words to describe directionality and/or location.	✓
Child names the city/state in which he/she lives.	
Child describes some physical features (e.g. bodies of water, mountains, weather) of the environment in which he/she lives.	
Concept 2: Family Identity (Human Systems)	
The child recognizes self as a member of a family.	
Child views self as a member of the family unit.	
Child can identify family members (mother, father, sister, brother, grandparents, cousins, etc).	
Child describes/discusses own family's cultural or family traditions.	

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Developmental/Content Area: Geography

Arizona Early Learning Standard	iStartSmart™
Child identifies similarities and differences in her family composition and the families of others.	
Child shows knowledge of family members' roles and responsibilities in the home.	

Developmental/Content Area: Economics

Arizona Early Learning Standard	iStartSmart™
Concept 1: Foundations of Economics	
The child demonstrates knowledge of the interactions between people, resources, and regions.	
Child demonstrates awareness that money is used to purchase goods and services.	
Child shows an understanding that adults work to earn money to buy things such as groceries.	
Child recognizes that people rely on others for goods and services such as farm goods, mail delivery, safety or health care.	

Developmental/Content Area: Physical and Motor Development

Arizona Early Learning Standard	iStartSmart™
Concept 1: Gross Motor Development	
The child moves with balance and control.	
Moves with control (i.e. walks, runs, skips, jumps, gallops, hops).	
Moves with balance.	

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Developmental/Content Area: Physical and Motor Development

Arizona Early Learning Standard	iStartSmart™
Concept 2: Gross Motor Development	
Child demonstrates coordination of body movements.	
Coordinates movements to perform tasks.	
Exhibits body awareness.	
Exhibits body spatial awareness.	
Concept 3: Fine Motor Development	
The child uses fingers and hands to manipulate tools and materials.	✓
Uses hands and fingers to manipulate a variety of tools and materials, (i.e. crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware).	✓
Uses eye-hand coordination to perform simple tasks.	✓
Manipulates smaller objects, tools and instruments that require wrist and squeezing motions.	
Uses fine motor skills in daily living.	

Developmental/Content Area: Health

Arizona Early Learning Standard	iStartSmart™
Concept 1: Hygiene and Health Practices	
The child demonstrates knowledge of personal health practices and routines.	
Demonstrates hygiene practices.	
Demonstrates healthy practices: <ul style="list-style-type: none"> • Nutrition • Physical Activity • Rest and Relaxation 	✓

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Developmental/Content Area: Safety

Arizona Early Learning Standard	iStartSmart™
Concept 1: Safety, Injury Prevention	
The child demonstrates knowledge of personal safety practices and routines.	
Demonstrates Environmental Safety Practices: <ul style="list-style-type: none"> • Water and sun safety • Animal and plant safety, specific to child’s environment • Fire and gun safety • Playground safety • Tool safety 	
Demonstrates Street Safety Practices: <ul style="list-style-type: none"> • Crossing street • Car safety 	
Demonstrates Personal Safety Practices: <ul style="list-style-type: none"> • “Good/Bad” touching • Stranger Dangers • Knows personal information • Poison 	
Demonstrates Emergency Safety Practices: <ul style="list-style-type: none"> • Emergency Routines 	

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Developmental/Content Area: Visual Arts

Arizona Early Learning Standard	iStartSmart™
Concept 1: Creating Art	
The child uses a wide variety of materials, media, tools, techniques and processes to explore and create.	✓
Uses a variety of materials/media to create original works of art (i.e. paper, rocks, sand, clay, plaster, fabric, fiber, salt, dough, crayons, markers, paint, chalk, charcoal, pencils, glue, and cardboard).	
Uses a variety of tools to create original works of art (i.e. cotton swabs, small/large brushes, drinking straws, sponges, sticks, fly swatters, stamps, fingers, scissors, plastic needles, rollers, and stapler).	
Uses a variety of techniques and processes to create original works of art (i.e. drawing, painting, sculpting, printing, weaving, braiding, cutting, construction, collage, bending, folding, sewing, tearing, stapling, and taping).	
Uses lines, forms, shapes, colors and texture to create personal art work.	✓
Creates art work with details which represent the child's ideas, experiences and feelings.	✓
Creates art in two and three dimensions.	✓
Concept 2: Art in context	
The child uses art as he/she begins to make sense of the environment and community.	
Participates in creative art activities that are part of the child's community and culture.	
Participates in visual art activities that are part of other cultures.	
Concept 3: Art as Inquiry	
The child reflects upon, describes and analyzes the characteristics and qualities of his work and the work of others.	✓
Describes personal art work.	✓
Expresses creative and personal choices when engaging in art activities.	✓

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Developmental/Content Area: Visual Arts

Arizona Early Learning Standard	iStartSmart™
Responds to the art work of self and others through making comments or asking questions.	✓
Describes the details observed in art work.	✓

Developmental/Content Area: Music and Creative Movement

Georgia Early Learning Standard	iStartSmart™
Concept 1: Creating Music and Movement	
The child uses a wide variety of instruments, techniques and music to explore and create.	
Experiments with a variety of instruments, vocalizations, sounds or creative movements.	
Creates music/movement that represents child's ideas, experience and/or feelings.	
Sings/moves to familiar rhymes, songs, and/or chants.	
Uses familiar songs, rhymes or chants to create her own musical/movement improvisations.	
Concept 2: Music and Creative Movement in Context	
The child uses creative movement and music as he/she begins to make sense of the environment and community.	
Listens/responds to different types of music, (e.g. rock, classical, jazz, reggae, Native American chants, gospel, bluegrass, lullabies, marches and country music).	
Uses creative movement and dance to interpret the mood of various types of music and stories.	
Joins in music and movement activities that are part of the child's community and culture.	
Creates music and movement activities that express the experiences of their own culture and the culture of others.	

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Developmental/Content Area: Music and Creative Movement

Georgia Early Learning Standard	iStartSmart™
Concept 3: Music and Creative Movement as Inquiry	
The child responds to music and creative movement through various means.	
Talks about music or movement.	
Describes music or movement of self and others.	
Expresses creative and personal choices when engaging in music or movement activities.	
Responds to music or movement of self and others by noticing details commenting and questioning.	

Developmental/Content Area: Dramatic Play

Georgia Early Learning Standard	iStartSmart™
Concept 1: Creating Dramatic Play	
The child uses dramatic play and props to explore and create.	
Participates in dramatic play activities.	
Assumes roles from daily activities using a variety of props.	
Dramatizes familiar stories.	
Takes on more than one dramatic play role at a time.	
Pretends an object exists without using a prop.	

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Developmental/Content Area: Dramatic Play

Georgia Early Learning Standard	iStartSmart™
Concept 2: Dramatic Play in Context	
The child uses dramatic play as he/she begins to make sense of his/her environment and community.	
Demonstrates an understanding of behaviors important to specific roles.	
Demonstrates an understanding of the sequence of events.	
Negotiates roles, relationships, and actions during dramatic play activities.	
Develops a repertoire of roles, actions, and behaviors that reflect diversity in the community.	
Participates in dramatic play situations that reflect the routines, rituals, and celebrations of community and culture.	
Concept 3: Dramatic Play as Inquiry	
The child responds to dramatic play experiences.	
Talks about dramatic play experiences.	
Adds details and new elements to dramatic play situations over time.	
Respects the ideas and suggestions of others during dramatic play.	
Responds to the performance of others.	