

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

## Social Emotional Development Self

California Early Learning Standard	iStartSmart™
<b>1. Self-Awareness</b>	✓
<p>1.1 Compare their characteristics with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings.</p> <ul style="list-style-type: none"> <li>• Children are confident in their abilities and characteristics, sometimes (depending on cultural values) comparing them favorably with those of others. Children also regard themselves in terms of their past abilities and remain sensitive to how they are viewed by adults, peers, and other people whose opinions matter to them.               <ul style="list-style-type: none"> <li>◦ Communicates, “I can ride a bike, but my baby sister doesn’t.”</li> <li>◦ Smiles with delight at accomplishing something that was difficult to do and looks to the teacher for acknowledgment.</li> <li>◦ Communicates, “I couldn’t do that when I was little.”</li> <li>◦ Communicates, “Sometimes I just want to be by myself.”</li> <li>◦ Seems disappointed if a drawing or demonstration of physical skill does not elicit the expected acknowledgement from an adult.</li> <li>◦ Tries new things, even those that may be too difficult.</li> <li>◦ While using her wheelchair, communicates, “I can go faster than you!”</li> <li>◦ Asks for help after several attempts to solve a problem.</li> <li>◦ Communicates, “I can speak Spanish and English.”</li> <li>◦ Watches a peer demonstrate a skill, then tries to do the same thing.</li> </ul> </li> </ul>	✓
<b>2. Self-Regulation</b>	✓
<p>2.1 Regulate their attention, thoughts, feelings, and impulses more consistently, although adult guidance is sometimes necessary.</p> <ul style="list-style-type: none"> <li>• Children anticipate routines, cooperate with fewer reminders, can focus attention on the task at hand, and manage transitions. They are more capable of emotional and behavioral self regulation but sometimes require adult guidance.               <ul style="list-style-type: none"> <li>◦ May anticipate cleanup after play time and begin cleaning up without being prompted to do so.</li> <li>◦ Puts away books where they belong without being prompted by an adult.</li> <li>◦ Is more capable of focusing attention on a task in a busy classroom and is less distractible than a three-year-old.</li> <li>◦ Spontaneously tells the teacher she has broken something.</li> <li>◦ Tells another child about how to treat the classroom pet.</li> <li>◦ Suggests that he can share the blocks with another child.</li> <li>◦ With a teacher’s prompt, remembers to use words to convey strong feelings (e.g., “It makes me mad when you push!”).</li> <li>◦ Tries to control her distress after falling off a tricycle.</li> <li>◦ Asks for a teacher’s help when another child will not share.</li> </ul> </li> </ul>	✓

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<b>2. Self-Regulation (continued)</b>	✓
<ul style="list-style-type: none"> <li>◦ Can be overheard saying when scared by a story, “It’s just pretend” or “That’s not real, right?”</li> <li>◦ Has strategies for waiting (such as distracting herself or not looking at the desired object).</li> <li>◦ Deliberately slows down her movements in a game such as “Red Light – Green Light.”</li> <li>◦ Explains the reasons for a behavioral rule (e.g., “We walk inside so we don’t bump into other people”).</li> </ul>	✓
<b>3. Social and Emotional Understanding</b>	✓
<p>3.1 Begin to comprehend the mental and psychological reasons people act as they do and how they contribute to differences between people.</p> <ul style="list-style-type: none"> <li>• Children have a better understanding of people’s thoughts and feelings as well as their own. They comprehend that another’s ideas can be mistaken. They are also beginning to understand differences in personality, temperament, and background (e.g., culture) and their importance.               <ul style="list-style-type: none"> <li>◦ Tells a teacher, “Jorge was sad because he thought his mommy wasn’t coming.”</li> <li>◦ Tries to hide how she is feeling or to “mask” her feelings with a different emotional expression (e.g., appearing calm and unafraid when encountering a big dog).</li> <li>◦ Communicates about a peer, “Emma’s really shy.”</li> <li>◦ Has a growing vocabulary for identifying emotions and can describe more complex emotional situations that might evoke different feelings.</li> <li>◦ Explores more complex feelings, desires, and concepts in pretend play.</li> <li>◦ Deliberately does not communicate truthfully about inappropriate behavior.</li> <li>◦ Describes which peers are friendly, aggressive, or have other qualities.</li> <li>◦ Tends to play in same-sex groups.</li> <li>◦ Notices a child with a physical disability and responds with questions or curiosity.</li> </ul> </li> </ul>	✓
<b>4. Empathy and Caring</b>	
<p>4.1 Respond to another’s distress and needs with sympathetic caring and are more likely to assist.</p> <ul style="list-style-type: none"> <li>• Children respond sympathetically to a distressed person and are more competent at responding helpfully.               <ul style="list-style-type: none"> <li>◦ Asks a younger child, “Why are you crying?” and when told that she misses her mommy, communicates, “Don’t worry—your mommy will come back soon.”</li> <li>◦ May communicate, “That’s not fair!” in response to another child being excluded from the group.</li> </ul> </li> </ul>	✓

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<b>4. Empathy and Caring</b> <i>(continued)</i>	
<ul style="list-style-type: none"> <li>◦ Helps a friend rebuild a fallen block tower.</li> <li>◦ Offers a friend her favorite book when she looks or acts sad.</li> <li>◦ May come to the defense of a friend who is teased by a peer.</li> <li>◦ Asks a teacher for bandages after a peer has fallen and scraped his knee.</li> <li>◦ Asks, “Want some water?” of a friend who is coughing.</li> </ul>	✓
<b>5. Initiative in Learning</b>	✓
<p>5.1 Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out.</p> <ul style="list-style-type: none"> <li>• Children are selfconfident learners who become actively involved in formal and informal learning opportunities by asking questions, proposing new ways of doing things, and offering their own ideas and theories.               <ul style="list-style-type: none"> <li>◦ Communicates, “Here’s a different way!”</li> <li>◦ Asks “why” questions fairly often out of real curiosity (e.g., “Why is the worm doing that?”).</li> <li>◦ Suggests another way of creating a castle at the sand table.</li> <li>◦ Wants to try again when failing in his initial efforts to solve a problem.</li> <li>◦ Offers information about animals that she has learned at home.</li> <li>◦ Initiates a conversation with an adult about a class activity.</li> <li>◦ Works hard on a project that has captured her interest.</li> <li>◦ Communicates, “I’m going to play with blocks and then go to the science table.”</li> </ul> </li> </ul>	✓

## Social Interaction

California Early Learning Standard	iStartSmart™
<b>1. Interactions with Familiar Adults</b>	✓
<p>1.1 Participate in longer and more reciprocal interactions with familiar adults and take greater initiative in social interaction.</p> <ul style="list-style-type: none"> <li>• Children take increasing initiative in interacting with familiar adults through conversation, suggesting a shared activity or asking for the adult’s assistance, and cooperate readily.               <ul style="list-style-type: none"> <li>◦ Asks a specific teacher to help build a road in the sandbox and interacts cooperatively with the teacher for a sustained period.</li> </ul> </li> </ul>	✓

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## Social Interaction

California Early Learning Standard	iStartSmart™
<b>1. Interactions with Familiar Adults</b> ( <i>continued</i> )	✓
<ul style="list-style-type: none"> <li>◦ Communicates to a weekly volunteer, “Guess what I did!” and continues conversing with the visitor about it.</li> <li>◦ Answers a teacher’s question, then asks the teacher another question.</li> <li>◦ Communicates, “What?” or “Huh?” when the teacher asks a question that the child does not understand.</li> </ul>	✓
<b>2. Interactions with Peers</b>	✓
<p>2.1 More actively and intentionally cooperate with each other.</p> <ul style="list-style-type: none"> <li>• Children initiate and participate in more complex, cooperative activity with peers. This may involve working together in groups to achieve a shared goal or communicating about how to share materials so all can use them.               <ul style="list-style-type: none"> <li>◦ Invites several children to help dig a hole in the sandbox.</li> <li>◦ Suggests taking turns riding the tricycle.</li> <li>◦ Responds appropriately to another child’s ideas about how to build a better car track on the floor.</li> <li>◦ Shares play dough so another child can make something.</li> <li>◦ Talks for several minutes with another child about how they are dressing up in adult clothes for pretend play.</li> <li>◦ Joins several other children to create a train track, using blocks on the floor.</li> <li>◦ Holds the bubble wand for another child so she can blow bubbles.</li> <li>◦ Sets the table with another child, communicating about what is needed next.</li> </ul> </li> </ul>	✓
<p>2.2 Create more complex sequences of pretend play that involve planning, coordination of rules, and cooperation.</p> <ul style="list-style-type: none"> <li>• Children develop longer, more complex pretend play narratives involving a shared script, coordination of child selected roles, and mutual correction within those roles as they play.               <ul style="list-style-type: none"> <li>◦ Creates with a small group of children an extended imaginary story with a beginning, a middle, and an end (e.g., a story of sickness and healing that involves a doctor’s visit, a trip to the hospital, an operation, and the patient’s recovery).</li> <li>◦ Communicates to another child, “You can’t say that! You’re the baby, remember?”</li> <li>◦ While playing with other children, communicates, “I’m sick,” to which another child responds, “Really?” and he responds, “No, just pretend.”</li> <li>◦ Communicates to another child, “Let’s say this is a secret cave, OK?” and the other children in the group respond, “OK!”</li> </ul> </li> </ul>	

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<p>2.3 Negotiate with each other, seeking adult assistance when needed, and increasingly use words to respond to conflict. Disagreements may be expressed with verbal taunting in addition to physical aggression.</p> <ul style="list-style-type: none"> <li>• Children can suggest simple conflict resolution strategies as well as respond to adult suggestions for resolving peer disputes. Children may taunt or tease another child rather than hitting and may also retaliate when provoked.               <ul style="list-style-type: none"> <li>◦ Communicates at the water table where other children are playing, “When can it be my turn?”</li> <li>◦ Excludes another child from the group, communicating, “You can’t play with us.”</li> <li>◦ Communicates to another child in the block area, “I’m playing with these; you play with those,” or suggests taking turns.</li> <li>◦ Communicates, “I don’t like it when you push me!” without a prompt from the teacher.</li> <li>◦ Pushes another child who shoved her in line, and the other children respond, “Stop that!”</li> </ul> </li> </ul>	✓
<b>3. Group Participation</b>	
<p>3.1 Participate positively and cooperatively as group members.</p> <ul style="list-style-type: none"> <li>• Children participate in group activities with the ability to anticipate familiar routines and contribute to shared projects more competently as group members.               <ul style="list-style-type: none"> <li>◦ Anticipates the predictable routines of the day, such as initiating hand washing without being prompted when snack time arrives.</li> <li>◦ Actively explores social roles in imaginative play.</li> <li>◦ Is more capable of sustained attention and remaining engaged in group activities, such as putting a puzzle together cooperatively.</li> <li>◦ Applies game rules more consistently for simple games.</li> <li>◦ Knows the procedure for leaving the setting to go to the bathroom or to another room and corrects children who do not follow the procedure.</li> <li>◦ Anticipates and begins preparing for an activity, such as a painting project.</li> <li>◦ Sometimes shares spontaneously and thinks of turntaking without adult prompting.</li> </ul> </li> </ul>	✓
<b>4. Cooperation and Responsibility</b>	
<p>4.1 Have growing capacities for self-control and are motivated to cooperate in order to receive adult approval and think approvingly of themselves.</p> <ul style="list-style-type: none"> <li>• Children’s cooperation with adult instructions is more reliable because of better capacities for self control. Children are motivated by adult approval and by a desire to view themselves approvingly for their good conduct, reflecting their acceptance of adult standards for themselves.               <ul style="list-style-type: none"> <li>◦ Tells another child to be gentle with the classroom guinea pig.</li> <li>◦ Suggests taking turns with another child who wants to ride the tricycle.</li> <li>◦ Spontaneously communicates, “I’m a good helper!”</li> </ul> </li> </ul>	✓

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<b>4. Cooperation and Responsibility</b> <i>(continued)</i>	
<ul style="list-style-type: none"> <li>◦ Accidentally spills paint on another child's artwork, then communicates, "I'm sorry," or gets another piece of paper for the other child.</li> <li>◦ Communicates, "uh-oh," and begins to pick up the pieces of a puzzle she has knocked off a shelf.</li> <li>◦ Works cooperatively with a friend to wipe off the table with sponges after lunch.</li> <li>◦ Responds cooperatively when his behavior is corrected by a teacher.</li> </ul>	✓

## Relationships

California Early Learning Standard	iStartSmart™
<b>1. Attachments to Parents</b>	
<p>1.1 Take greater initiative in seeking support from their primary family attachment figures.</p> <ul style="list-style-type: none"> <li>• Children seek the support of their family caregivers, especially in difficult situations, by requesting help in resolving conflicts with others, initiating cooperative problem solving, or seeking comfort when distressed.               <ul style="list-style-type: none"> <li>◦ Seeks the parent's help in a conflict with a sibling.</li> <li>◦ With assistance from the parent, describes her feelings about a recent upsetting experience.</li> <li>◦ Seeks the parent's help with a difficult task (e.g., zipping a coat, folding a note) and cooperates readily.</li> </ul> </li> </ul>	
<p>1.2 Contribute to positive mutual cooperation with their primary family attachment figures.</p> <ul style="list-style-type: none"> <li>• Children demonstrate an awareness of the mutuality of close relationships in their efforts to be helpful, showing interest in the family caregiver's feelings, preferences, or wellbeing and sharing activities.               <ul style="list-style-type: none"> <li>◦ Wants to make a birthday card for the parent while at school.</li> <li>◦ Wants to help the parent care for a baby sibling or a pet or work together with the parent on a task at home (as reported by the parent).</li> <li>◦ Communicates feelings to the mother, sometimes taking the initiative in doing so.</li> <li>◦ Reports to the teacher about helping with a chore at home.</li> <li>◦ Shows the attachment figure what she has been working on at school.</li> </ul> </li> </ul>	

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## Relationships

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<p>1.3 After experience with out-of-home care, comfortably depart from primary family attachment figures. Also maintain well-being while apart from primary family attachment figures during the day.</p> <ul style="list-style-type: none"> <li>• Children are eager to begin the day in preschool. They respond affectionately to the family caregiver as the adult departs and have little difficulty being separated.               <ul style="list-style-type: none"> <li>◦ Runs into the preschool at arrival to greet friends, then runs back to the mother for a hug and kiss as she departs.</li> <li>◦ Eagerly waves goodbye to the father as he leaves, then turns to a favorite activity.</li> <li>◦ Greets the parent with conversation in the home language at the end of the day.</li> </ul> </li> </ul>	
<b>2. Close Relationships with Teachers and Caregivers</b>	
<p>2.1 Take greater initiative in the support of their primary teachers and caregivers.</p> <ul style="list-style-type: none"> <li>• Children seek the support of their primary teachers and caregivers, especially when they are in difficult situations, by requesting the adult’s help in resolving conflicts with others, initiating cooperative problem solving, or seeking comfort when distressed.               <ul style="list-style-type: none"> <li>◦ Seeks the teacher’s help in a conflict with another child.</li> <li>◦ Seeks the teacher’s assistance when confronted with a difficult task (e.g., challenging puzzle, new skill to master).</li> <li>◦ Upon returning from outdoors, looks for the primary teacher and asks to play a game together.</li> <li>◦ With assistance from the primary caregiver, can describe his own feelings about a recent upsetting experience.</li> </ul> </li> </ul>	✓
<p>2.2 Contribute to positive mutual cooperation with primary teachers and caregivers.</p> <ul style="list-style-type: none"> <li>• Children demonstrate an awareness of the mutuality of close relationships in their efforts to be helpful, showing interest in the teacher’s feelings, preferences, or wellbeing and sharing personal experiences with the teacher.               <ul style="list-style-type: none"> <li>◦ Responds with interest when the primary teacher communicates, “Yesterday I got a new dog!” and continues the conversation about dogs.</li> <li>◦ Proudly displays a drawing or discovery to the primary teacher for a positive response.</li> <li>◦ Contributes to classroom cleanup at the primary teacher’s request and, sometimes, initiates the cleanup of her own project, then shows the teacher what she has done.</li> <li>◦ Volunteers to help when the primary teacher is setting up a new activity.</li> <li>◦ Cooperates when asked to do so by the primary teacher.</li> <li>◦ Refers to the primary teacher by the proper name when doing so is consistent with the family’s cultural values.</li> <li>◦ Physically greets the primary teacher or uses other culturally appropriate means of greeting.</li> </ul> </li> </ul>	✓

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## Relationships

California Early Learning Standard	iStartSmart™
<b>3. Friendships</b>	
<p>3.1 Friendships are more reciprocal, exclusive, and enduring.</p> <ul style="list-style-type: none"> <li>• Children seek to share activities with special friends who, in return, seek their company. Friends act more positively toward each other but may also experience greater conflict. Children respond with enhanced efforts at conflict resolution.               <ul style="list-style-type: none"> <li>◦ Sits regularly with one or two special friends at lunch.</li> <li>◦ Seeks to play exclusively with one or more friends, even to the extent of excluding other children from the play group.</li> <li>◦ Communicates, “We’re friends, right?” when seeking to play with a special peer.</li> <li>◦ Comes to the defense of a friend who is teased by a peer.</li> <li>◦ Engages in recurrent, familiar, and cooperative roleplay activities with one or more favorite friends in the setting.</li> <li>◦ Shares about experiences in the family with a special friend.</li> <li>◦ Laughs with a friend about an experience they have shared.</li> </ul> </li> </ul>	✓

## Listening and Speaking

California Early Learning Standard	iStartSmart™
<b>1. Language Use and Conventions</b> – Children extend their understanding and usage of language to communicate with others effectively.	✓
<p>1.1 Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem solving, and seeking new information.</p> <ul style="list-style-type: none"> <li>• <b>Reasoning</b> – The child says, “I think we can go outside because it’s sunny now” or “I don’t need my coat because it’s not windy.”</li> <li>• <b>Predicting</b> – The child says, “I think that bear’s going to get lost!” or “If it keeps raining I think the worms will come out.”</li> <li>• <b>Problem solving</b> – The child says, “Maybe we can put the milk in here and then it will be cookie dough.”</li> <li>• <b>Seeking new information</b> – The child says, “Why isn’t Jerome at school?” or “Why are you dressed up? Where are you going?”</li> </ul>	✓



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## Listening and Speaking

California Early Learning Standard	iStartSmart™
<p>1.2 Speak clearly enough to be understood by both familiar and unfamiliar adults and children.</p> <ul style="list-style-type: none"> <li>• The child generally speaks with correct pronunciation, although some continuing speech errors are age-appropriate.</li> <li>• Most of the child’s speech is free of speech errors. Most listeners do not have to ask the child to repeat himself or herself by asking, “What did you say?”</li> </ul>	✓
<p>1.3 Use accepted language and style during communication with both familiar and unfamiliar adults and children.</p> <ul style="list-style-type: none"> <li>• The child responds on topic across several turns in conversation. For example, during dramatic play, the child says, “I’m the baby and I’m hungry.” A friend responds, “Okay, I’ll cook you breakfast.” The child responds, “Then you’re the mommy and you’re cooking the breakfast.” A friend responds, “I’m going to make pancakes.”</li> <li>• The child adjusts the form and style of language use according to the listener’s status, competence, or knowledge. For example, during a field trip to the fire station, tells a firefighter, “Wow! That’s neat. Can I hold it?” but tells a peer, “I want to see!” While talking with older brother, prefaces the description of the fire truck and equipment by stating that the class went on a field trip to the fire station that day.</li> <li>• The child consistently uses appropriate nonverbal standards in conversation with others (e.g., eye contact, distance to conversational partner, facial expressions).</li> <li>• The child typically uses polite forms of communication as appropriate (e.g., says thank you, please, addresses adults as Mr., Mrs., or Ms.).</li> <li>• The child typically uses volume and intonation appropriate for a situation when speaking. For example, uses a quieter voice inside the classroom than on the playground.</li> </ul>	✓
<p>1.4 Use language to construct extended narratives that are real or fictional.</p> <ul style="list-style-type: none"> <li>• The child tells a brief story that unfolds over time: “I went to the park with my mommy, and we played in the sandbox. Then we had a picnic. After that, we went to the store.”</li> <li>• The child tells about activities of interest to him or her that day: “First we come to school and sit on the carpet. Then we have our circle time. And then we do the centers. And then it’s time for lunch.”</li> <li>• The child retells the major events of a favorite story: “The boy wrote to the zoo, and they kept sending him animals. But he doesn’t like them. So, then he gets a puppy, and he keeps it. He was happy then.”</li> </ul>	✓

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## Listening and Speaking

California Early Learning Standard	iStartSmart™
<b>2. Vocabulary</b> – Children develop age-appropriate vocabulary.	✓
<p>2.1 Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.</p> <ul style="list-style-type: none"> <li>• <b>Nouns/Objects</b> - The child hands a friend the <i>fire truck</i>, the <i>dump truck</i>, and the <i>semitruck</i> when the friend says, “I want to play with the fire truck, dump truck, and semi” during play.               <ul style="list-style-type: none"> <li>◦ While reading a book about dinosaurs, the child answers, “That’s a <i>Apatosaurus</i> and that’s a <i>Tyrannosaurus</i>,” when the teacher asks, “What are these?”</li> </ul> </li> <li>• <b>Verbs/Actions</b> - When the child is playing with tools in the dramatic play area, the child responds, “the stove,” when a friend asks, “What needs to be <i>repaired</i>?”               <ul style="list-style-type: none"> <li>◦ The child says to a parent volunteer, “I have a story. Can you <i>type</i> it on the computer for me?”</li> </ul> </li> <li>• <b>Attributes</b> - During a cooking project, the child gives the teacher the plastic fork when the teacher says, “Hand me the <i>plastic</i> one.”               <ul style="list-style-type: none"> <li>◦ During dramatic play, the child says to a friend, “Look at my necklace. It’s <i>shiny</i>.”</li> </ul> </li> </ul>	✓
<p>2.2 Understand and use accepted words for categories of objects encountered in everyday life.</p> <ul style="list-style-type: none"> <li>• After reading a book about reptiles, the child points to pictures of a snake, a lizard, and a turtle when the teacher asks the children to find the pictures of reptiles.</li> <li>• When the children and teacher are making a pretend city, the teacher says, “Now, we need some vehicles, “and Sammy brings a car, a truck, a tractor, and a motorcycle.</li> <li>• During play the child puts the apple, banana, and pear into one bowl and puts the broccoli, carrots, and corn into another bowl and says to a friend, “These are the fruits and these are the vegetables.”</li> <li>• During play Anne tells Cathy, “You go get the furniture for the house. We need a chair, a table, a sofa, a desk, and a dresser.”</li> </ul>	✓
<p>2.3 Understands and uses both simple and complex words that describe the relations between objects.</p> <ul style="list-style-type: none"> <li>• After reading a story about the zoo, the teacher asks, “What animals are <i>smaller</i> than an elephant?” The child correctly identifies a lion, a tiger, a bear, and a zebra.</li> <li>• During circle time the teacher invites Stephen to sit <i>next</i> to Mark, and he does.</li> <li>• While playing in the block center, DeAndre tells Susan, “Put the red block <i>in front of</i> the tower.”</li> <li>• During snack time the child complains, “Your quesadilla is <i>bigger</i> than mine!”</li> </ul>	✓

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## Listening and Speaking

California Early Learning Standard	iStartSmart™
<b>3. Grammar – Children develop age-appropriate grammar</b>	✓
<p>3.1 Understands and uses increasingly complex and longer sentences including sentences that combine two to three phrases or three to four concepts to communicate ideas.</p> <ul style="list-style-type: none"> <li>• The child responds with appropriate action to a statement or a request that includes multiple clauses, such as “find the girl who is sad” or “pick up the dog that fell over.”</li> <li>• When asked to “take off your coat, find a book, and come to the rug” or “please sit down at the table, help yourself to some crackers, and pour your juice,” the child does so.</li> <li>• The child uses noun phrases that include three or four descriptors (e.g., “the big red shirt is Bobby’s, “ “I want to play with the little blue square one”).</li> <li>• The child produces a two-part sentence through coordination, using and and but (e.g., “I’m pushing the wagon, and he is pulling it!” and “It’s naptime, but I’m not tired”).</li> </ul>	✓
<p>3.2 Understands and typically uses age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular and irregular plurals, pronouns, and possessives.</p> <ul style="list-style-type: none"> <li>• Understands and uses verbs indicating present, progressive, and both regular and irregular past tense (even if not always used correctly). <ul style="list-style-type: none"> <li>◦ While reading a picture book, the child correctly identifies “the children” and “the girl” when asked, “Who was <i>running</i> and who <i>fell</i> down?”</li> <li>◦ During story time, the child remarks, “The bear <i>ate</i> the fish and then he <i>ran</i> away.”</li> <li>◦ Suzie tells the teacher, “He <i>pushed</i> me and I <i>felled</i>† down!”</li> </ul> </li> <li>• Understands and applies the “s” sound at the end of words to indicate plurals and understands and uses irregular plurals (even if not always used correctly). <ul style="list-style-type: none"> <li>◦ Alice points to a picture of five mice when the teacher asks, “Which is the picture of the <i>mice</i>?”</li> <li>◦ A child brings five sheep to the table after a friend says, “Now we need lots of <i>sheep</i>.”</li> <li>◦ Gene exclaims, “Look at that one. He has lots of <i>teeths</i>!”† while looking at a book about dinosaurs.</li> <li>◦ A child says, “Look at those <i>trees</i>; they have lots and lots of <i>leaves</i>.”</li> </ul> </li> <li>• Understands and uses different types of pronouns, including subject (<i>he, she, it, they</i>), object (<i>him, her, them</i>), possessive (<i>hers, his, its, our, their</i>), and demonstrative (<i>there, here</i>). <ul style="list-style-type: none"> <li>◦ The child hands Maria a book when the parent volunteer says, “Please give <i>it</i> to <i>her</i>,” and Juan is also present.</li> <li>◦ Darla complains to the teacher, “<i>This</i> ball is <i>mine</i> and <i>that</i> one is <i>his</i>.”</li> <li>◦ The child tells a friend, “<i>Our</i> tower is bigger than <i>theirs</i>, but <i>they</i> could build <i>it</i> higher” when playing with blocks.</li> <li>◦ Maria responds, “Susan did. <i>She</i> gave the cookies to <i>them</i>” when asked, “Who gave the cookies to Jose and Mallika?”</li> </ul> </li> </ul>	✓

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

## Listening and Speaking

California Early Learning Standard	iStartSmart™
<p>3.2 (Continued)</p> <ul style="list-style-type: none"> <li>• Understands and adds an “s” sound to nouns to indicate the possessive form.               <ul style="list-style-type: none"> <li>◦ Robby responds, “Those are his <i>mom’s</i> keys,” when an adult points to a picture and says, “The boy has <i>somebody’s</i> keys. Are they his?”</li> <li>◦ The child shares, “We went to <i>grandma’s house</i> because it was my <i>mommy’s birthday</i>” during circle time when the children are telling what they did over the weekend.</li> </ul> </li> </ul>	✓

## Reading

California Early Learning Standard	iStartSmart™
<p><b>1. Concepts about Print</b> – Children recognize print conventions and understands that print carries specific meaning.</p>	✓
<p>1.1 Display appropriate book-handling behaviors and knowledge of print conventions.</p> <ul style="list-style-type: none"> <li>• The child orients a book correctly for reading (i.e., right-side up with the front cover facing the child).</li> <li>• The child turns the pages of a book one at a time.</li> <li>• The child begins to track print from left to right and top to bottom (e.g., while pretending to read a story to a peer or doll).</li> <li>• While looking through a book, the child says, “the end” after reaching the last page.</li> </ul>	✓
<p>1.2 Understands that print is something that is read and has specific meaning.</p> <ul style="list-style-type: none"> <li>• The child asks the teacher, “What does this say?” when pointing to text in a book.</li> <li>• The child communicates, “Can you tell me what that says?” drawing attention to a sign while outside on a walk.</li> <li>• The child asks the teacher to write down a story or note that the child dictates, and then the child “reads” it to the other children.</li> </ul>	✓

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

## Reading

California Early Learning Standard	iStartSmart™
<b>2. Phonological Awareness – Children develop age-appropriate phonological awareness.</b>	<b>✓</b>
<p>2.1 Orally blend and delete words and syllables without the support of pictures or objects.</p> <ul style="list-style-type: none"> <li>• Orally puts together two familiar words, making a compound word. <ul style="list-style-type: none"> <li>◦ The child plays the “What’s That Word?” game while on a swing. With each push of the swing, the teacher says one part of a compound word (e.g., <i>sun, shine</i>) and then asks the child, “What’s that word?” The child responds, “<i>Sunshine.</i>”</li> <li>◦ While playing in the dramatic play area, the child responds, “<i>hairbrush</i>” when asked, “What word do you get when you say ‘<i>hair</i>’ and ‘<i>brush</i>’ together?”</li> </ul> </li> <li>• Orally puts together the two syllables of two-syllable words that are familiar to the child. <ul style="list-style-type: none"> <li>◦ During mealtime conversation, the child participates in the guess-the-food game. The teacher says two-syllable words (<i>ta-co, su-shi, crack-er, ap-ple, but-ter</i>) and says each syllable distinctly. The teacher asks, “What food is this?” The child responds, “<i>Taco.</i>”</li> <li>◦ The child chants, “<i>sister</i>” after singing along to, “What word do you get when you say ‘<i>sis</i>’ and ‘<i>ter</i>’ together?”</li> <li>◦ The child responds, “<i>Amit</i>” in unison with other classmates during circle time when the teacher says, “I’m thinking of a classmate’s name that has two parts, like ‘<i>A-mit.</i>’ Whose name is that?”</li> </ul> </li> <li>• Orally takes apart compound words into their component words. <ul style="list-style-type: none"> <li>◦ The child claps out words in a compound word as part of a circle time activity. When the teacher says, “When I think of the word ‘book,’ I think of clapping one time. Other words like ‘<i>bookshelf</i>’ have two parts. So I clap two times. Let’s clap out the parts for ‘<i>paintbrush.</i>”</li> <li>◦ The child responds, “<i>table</i>” when asked, “What word do you get when you say ‘<i>tablecloth</i>’ without ‘<i>cloth</i>’?”</li> <li>◦ The child responds, “<i>ball</i>” when asked, “What word do you get when you say ‘<i>football</i>’ without ‘<i>foot</i>’?”</li> <li>◦ The child responds, “<i>mail</i>” and “<i>box</i>” when asked, “What two words make ‘<i>mailbox</i>’?” Orally takes apart two-syllable words into their component syllables.</li> <li>◦ The child claps out syllables in a two-syllable word as part of a circle time activity. When the teacher says, “Let’s clap out how many parts we hear in the word ‘<i>cook-ie.</i>”</li> <li>◦ The child responds, “<i>door</i>” when asked, “What word do you get when you say ‘<i>doorknob</i>’ without ‘<i>knob</i>’?”</li> </ul> </li> </ul>	✓

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

## Reading

California Early Learning Standard	iStartSmart™
<p>2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.</p> <ul style="list-style-type: none"> <li>• Orally blends the onsets and rimes of words with the support of pictures or objects.               <ul style="list-style-type: none"> <li>◦ During a small group activity with several objects on the table (e.g., cat, cup, mat, bus, rat, pup), the child responds and selects the rat (or says “<i>rat</i>”) when a teacher asks, “Ricardo, can you find the <i>r—at</i>?”</li> <li>◦ While playing a game of I-spy, the teacher says, “I spy a <i>s—un</i>,” and the child indicates or points to the <i>sun</i> or says, “<i>sun</i>.”</li> <li>◦ While engaged in a game, the child selects the picture of a bed from among three or four pictures (or says, “<i>bed</i>”) when asked to put together the letter sounds <i>b—ed</i>.</li> </ul> </li> <li>• Deletes the onset from a spoken word with the support of pictures or objects.               <ul style="list-style-type: none"> <li>◦ The child selects the picture of ants from among three or four pictures (or says, “<i>ants</i>”) when asked to say “<i>pants</i>” without the “<i>p</i>” letter sound.</li> </ul> </li> <li>• Orally blends individual phonemes to make a simple word with the support of pictures or objects.               <ul style="list-style-type: none"> <li>◦ While playing a “bingo game” during small group time, the child chooses and marks pictures corresponding to the words for which the teacher sounds out the individual phonemes (e.g., <i>h—a—t</i>, <i>m—o—p</i>, <i>c—u—p</i>).</li> <li>◦ The teacher sings, “If you think you know the word, shout it out. If you think you know the word, tell me what you’ve heard. If you think you know the word, shout it out . . . <i>s—i—t</i>.” The child sings out “<i>sit</i>” along with the classmates.</li> <li>◦ The child picks up the picture of a hat from among three or four pictures (or says, “<i>hat</i>”) when asked to put together the letter sounds <i>h—a—t</i>.</li> </ul> </li> </ul>	✓
<p><b>3. Alphabets and Word/Print Recognition – Children extend their recognition of letters of the alphabet.</b></p>	✓
<p>3.1 Recognize own name or other common words in print.</p> <ul style="list-style-type: none"> <li>• The child recognizes his or her name on a sign-in sheet, helper chart, artwork, or name tag (e.g., name tag, label for the cubby, or place at the table).</li> <li>• The child recognizes common or familiar words (e.g., mom or friends’ names) in print.</li> </ul>	✓
<p>3.2 Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.</p> <ul style="list-style-type: none"> <li>• When shown an upper- or lowercase letter, the child can say its name.</li> <li>• The child says letter names when attending to different words, such as own name, friends’ names, or frequently seen signs.</li> <li>• During circle time the child indicates or points to the correct letter on a chart when the teacher prompts with the name of the letter.</li> </ul>	✓

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

## Reading

California Early Learning Standard	iStartSmart™
<p>3.3 Begin to recognize that letters have sounds.</p> <ul style="list-style-type: none"> <li>• The child makes the correct sound for the first letter in his name.</li> <li>• The child says the correct letter sound while pointing to the letter in a book.</li> <li>• The child indicates the correct picture when presented with four pictures—dog barking, car horn honking, letter <i>k</i>, and letter <i>n</i>—and asked, “Which of these make these sounds: bow-wow, honk, “k” (letter sound), “n” (letter sound)?”</li> </ul>	✓
<p><b>4. Comprehension and Analysis of Age-Appropriate Text</b> – Children demonstrate understanding of age-appropriate text read aloud.</p>	✓
<p>4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting or creating artwork.</p> <ul style="list-style-type: none"> <li>• The child uses a bucket (pail of water) and step stool (the hill) to reenact the “Jack and Jill” nursery rhyme.</li> <li>• The child places story picture cards or flannel board pictures in order while retelling a familiar story with peers.</li> <li>• The child acts out the sequence of events in a familiar story, using props and puppets.</li> <li>• The child responds to open-ended questions from teachers or other children (e.g., how, why, cause/effect, connecting events, prediction, and inferring).</li> <li>• The child is able to describe the situation and feelings that led to a story character’s actions (e.g., “He yelled at them because he was mad that they took his toy”).</li> </ul>	✓
<p>4.2 Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.</p> <ul style="list-style-type: none"> <li>• The child communicates important differences and similarities of jet airplanes and propeller planes after being read a story about airplanes and airports.</li> <li>• The child tells about a visit to the dentist in response to a book about getting teeth cleaned at the dentist’s office.</li> <li>• The child explains or demonstrates the steps of planting a seed after being read a book about gardening.</li> </ul>	

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

## Reading

California Early Learning Standard	iStartSmart™
<b>5. Literacy Interest and Response</b> – Children demonstrate motivation for a broad range of literacy activities.	✓
5.1 Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities. <ul style="list-style-type: none"> <li>• The child brings a favorite book from home to be read aloud during story time.</li> <li>• The child initiates creating or obtaining appropriate written materials for dramatic play (e.g., menus for playing restaurant, lists for playing grocery store).</li> <li>• The child describes a trip to the library with a family member where they selected books and checked them out to read at home.</li> </ul>	✓
5.2 Engage in more complex routines associated with literacy activities. <ul style="list-style-type: none"> <li>• The child returns books to the library shelf after independent reading.</li> <li>• The child finds own journal book when entering the classroom and engages in pretend writing.</li> <li>• After the reading of a book about insects during circle time, the child asks the teacher to identify other books about insects for the child to look through.</li> </ul>	

## Writing

California Early Learning Standard	iStartSmart™
<b>1. Writing Strategies</b> – Children demonstrate increasing emergent writing skills.	
1.1 Adjust grasp and body position for increased control in drawing and writing. <ul style="list-style-type: none"> <li>• The child holds a pencil or pen with finger grasp to write.</li> <li>• The child draws recognizable figures, letters, or shapes.</li> <li>• The child moves hand to hold paper in place while drawing or writing.</li> </ul>	✓
1.2 Write letters or letter-like shapes to represent words or ideas. <ul style="list-style-type: none"> <li>• The child draws a picture and writes a label (may not be readable).</li> <li>• The child writes strings of symbols that look like letters or writes actual letters, which can vary in directionality (not necessarily left to right).</li> </ul>	✓
1.3 Writes first name nearly correctly. <ul style="list-style-type: none"> <li>• The child writes own name with or without mistakes, for example:               <ul style="list-style-type: none"> <li>◦ Excludes some letters (dvid).</li> <li>◦ Reverses some letters (Davib).</li> <li>◦ Uses letters that may not be written in a line.</li> </ul> </li> </ul>	✓



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

## Mathematics Number Sense

California Early Learning Standard	iStartSmart™
<b>1. Children expand their understanding of numbers and quantities in their everyday environment.</b>	
<p>1.1 Recite numbers in order to twenty with increasing accuracy.</p> <ul style="list-style-type: none"> <li>• Recites one to twenty incompletely or with errors (e.g., “one, two, three, four, five, . . . nine, ten, eleven, twelve, thirteen, fifteen, seventeen, eighteen, twenty”).</li> <li>• Chants one to twenty in order while swinging.</li> <li>• Recites one to twenty to show her friend how high she can count.</li> </ul>	✓
<p>1.2 Recognize and know the name of some written numerals.</p> <ul style="list-style-type: none"> <li>• Names some numerals found in books or during a game.</li> <li>• Points to numerals in a number puzzle as the teacher names them.</li> </ul>	✓
<p>1.3 Identify, without counting, the number of objects in a collection of up to four objects (i.e., subitize).</p> <ul style="list-style-type: none"> <li>• Perceives directly (visually, tactilely, or auditorily) the number of objects in a small group without needing to count them.</li> <li>• Looks briefly at a picture of four frogs and immediately communicates the quantity four.</li> <li>• During storytime, puts her hand on the picture of four ladybugs and communicates, “Four ladybugs.”</li> <li>• Correctly points out, “That’s three cars there.”</li> </ul>	
<p>1.4 Count up to ten objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.</p> <ul style="list-style-type: none"> <li>• Indicates or points to a flower in the garden and communicates, “one,” then points to another flower and communicates, “two.” The child counts up to seven different flowers.</li> <li>• Counts ten children by identifying them one by one during circle time.</li> <li>• Counts the blocks in a pile, keeping track of which blocks have already been counted.</li> <li>• Counts out eight napkins in preparation for snack time.</li> </ul>	✓
<p>1.5 Understand, when counting, that the number name of the last object counted represents the total number of objects in the group (i.e., cardinality).</p> <ul style="list-style-type: none"> <li>• After giving away some bears, counts the remaining bears to find out how many are left and communicates, “I now have six bears.”</li> <li>• Lines up cars on a track and counts, then communicates, “My train has seven cars!”</li> <li>• Counts dolls, “one, two, three, four” and communicates, “There are four dolls.”</li> <li>• Counts her sticks and communicates, “I have five,” when the teacher asks during an activity, “Does everyone have five sticks?”</li> <li>• Counts five apple slices and recognizes there is one slice of apple for each of the five children around the table.</li> </ul>	✓

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

## Mathematics Number Sense

California Early Learning Standard	iStartSmart™
<b>2. Children expand their understanding of number relationships and operations in their everyday environment.</b>	✓
2.1 Compare by counting or matching two groups of up to five objects and communicating, “more,” “same as,” or “fewer” (or “less”). <ul style="list-style-type: none"> <li>• Counts the number of rocks he has and the number a friend has and communicates, “Five and five, you have the same as me.”</li> <li>• Compares a group of four bears to a group of five bears and communicates, “This one has less.”</li> <li>• Counts her own sand toys, then counts a friend’s and communicates, “You have more.”</li> </ul>	✓
2.2 Understand that adding one or taking away one changes the number in a small group of objects by exactly one. <ul style="list-style-type: none"> <li>• Adds another car to a pile of five to have six, just like his friend.</li> <li>• Removes one animal from a collection of eight animals and communicates, “She has seven now.”</li> <li>• Correctly predicts that if one more car is added to a group of four cars, there will be five.</li> </ul>	✓
2.3 Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups. <ul style="list-style-type: none"> <li>• Refers to a collection of six balloons and communicates, “Three red balloons for me and three green ones for you.”</li> <li>• Indicates seven by holding up five fingers on one hand and two fingers on another.</li> <li>• Removes three (of five) ducks from the flannel board, communicating, “Three left, and only two stay” when acting a story.</li> </ul>	✓
2.4 Solve simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting. <ul style="list-style-type: none"> <li>• During a small group activity, count oranges on the flannel board and communicate, “There are six oranges.” The teacher puts one more orange on the board and asks, “How many oranges do we have now?” Some say seven; others first count, “One, two three, four, five, six, seven” and then say seven.</li> <li>• Adds two more cups to a group of two, says that there are four cups.</li> <li>• Takes two boats away from a group of five boats and communicates, “One, two, three—three boats left” while playing with friends.</li> <li>• Watches a friend connect a train with three cars to a second train with three cars. Counts the cars and communicates, “Now our train has six cars.”</li> <li>• Builds a stack of five blocks and adds two more saying, “One, two, three, four, five, six, seven. I have seven blocks now.”</li> </ul>	✓

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

## Algebra and Functions (Classification and Patterning)

California Early Learning Standard	iStartSmart™
<b>1. Children expand their understanding of sorting and classifying objects in their everyday environment.</b>	✓
1.1 Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy (e.g., may sort first by one attribute and then by another attribute.) <ul style="list-style-type: none"> <li>• Sorts the large blue beads into one container and the small red beads in another.</li> <li>• Puts black beans, red kidney beans, and pinto beans into separate bowls during a cooking activity.</li> <li>• Arranges blocks on the shelf according to shape.</li> <li>• Sorts a variety of animal photographs into two groups: those that fly and those that swim.</li> <li>• Sorts buttons first by size and then each subgroup by color into muffin tin cups.</li> </ul>	✓
<b>2. Children expand their understanding of simple, repeating patterns.</b>	✓
2.1 Recognize and duplicate simple repeating patterns. <ul style="list-style-type: none"> <li>• Fills in an item missing from a pattern (e.g., apple, pear, apple, pear), with guidance.</li> <li>• Copies simple repeating patterns, using the same kind of objects as the original pattern.</li> <li>• Attempts to sing, sign, move, or clap through a pattern song, trying to maintain the pattern.</li> </ul>	✓
2.2 Begin to extend and create simple repeating patterns. <ul style="list-style-type: none"> <li>• Adds a red bead and then a blue bead in a red-blue-red-blue pattern to complete a bead necklace.</li> <li>• Alternates short and tall blocks to make a fence around a farm.</li> <li>• Makes up a clapping or action pattern, “clap, clap, hop, hop” in rhythm to a song.</li> <li>• Uses different materials such as buttons, beads, or sequins to create patterns.</li> </ul>	✓

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

## Measurement

California Early Learning Standard	iStartSmart™
<b>1. Children expand their understanding of comparing, ordering, and measuring objects.</b>	
<p>1.1 Compare two objects by length, weight, or capacity directly (e.g., putting objects side by side) or indirectly (e.g., using a third object).</p> <ul style="list-style-type: none"> <li>• Tries to determine if he is taller than another child by standing next to the child.</li> <li>• Uses a balance scale to find out which of two rocks is heavier.</li> <li>• Pours water into different size containers at the water table to find out which one holds more.</li> <li>• Shows that the blue pencil is longer than the red pencil by placing them side by side.</li> <li>• Compares the length of two tables by using a string to represent the length of one table and then laying the string against the second table.</li> <li>• Uses a paper strip to mark the distance from knee to foot and compares it to the distance from elbow to fingertip.</li> </ul>	✓
<p>1.2 Order four or more objects by size.</p> <ul style="list-style-type: none"> <li>• Arranges four dolls from smallest to largest in pretend play with dolls.</li> <li>• In sandbox, lines up buckets by size, from the bucket that holds the most sand to one that holds the least.</li> <li>• On a playground, orders different kinds of balls (e.g., beach ball, basketball, soccer ball, tennis ball) by size.</li> </ul>	
<p>1.3 Measure length using multiple duplicates of the same-size concrete units laid end to end.</p> <ul style="list-style-type: none"> <li>• Uses paper clips laid end to end to measure the length of different size blocks, with adult guidance.</li> <li>• Measures the length of a rug by laying same-size block units end to end and communicating, "The rug is ten blocks long," with adult guidance.</li> <li>• Measures the length of a table using inch "worms," with adult guidance.</li> <li>• Measures the distance from the reading area to the block area by using meter sticks, with adult guidance.</li> </ul>	

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

## Geometry

California Early Learning Standard	iStartSmart™
<b>1. Children identify and use a variety of shapes in their everyday environment.</b>	
<p>1.1 Identify, describe, and construct a variety of different shapes, including variations of a circle, triangle, rectangle, square, and other shapes.</p> <ul style="list-style-type: none"> <li>• While playing the “I Spy the Shape” game, communicates, “I see a circle—the clock.” Later, says, “I see a rectangle—the table.”</li> <li>• Correctly identifies shapes as the teacher calls them out in a game of shape bingo.</li> <li>• Uses play dough to construct rectangles of different sizes and orientations.</li> <li>• Sorts manipulatives of different sizes and orientations by shape and explains why a particular shape does or does not belong in a group.</li> <li>• Tears paper shapes and communicates, “Look! A triangle” while making a collage.</li> </ul>	✓
<p>1.2 Combine different shapes to create a picture or design.</p> <ul style="list-style-type: none"> <li>• Uses a variety of shapes to construct different parts of a building.</li> <li>• Uses flannel pieces of different shapes to create a design.</li> <li>• Creates a house from different shapes using a computer program.</li> </ul>	
<b>2. Children expand their understanding of positions in space.</b>	
<p>2.1 Identify positions of objects and people in space, including in/on/under, up/down, inside/outside, beside/between, and front/behind.</p> <ul style="list-style-type: none"> <li>• During a treasure hunt, gives or follows directions to find something behind the doll bed or under the mat.</li> <li>• Follows directions when asked by the teacher to stand in front of or behind another child.</li> <li>• Communicates, “Where’s my book?” A friend says, “It’s over there on the table.” She finds the book.</li> <li>• Follows along with the directions during a game of “Simon Says” (e.g., “Put your hands in front of your legs”).</li> </ul>	✓

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

## Mathematical Reasoning

California Early Learning Standard	iStartSmart™
<b>1. Children expand the use of mathematical thinking to solve problems that arise in their everyday environment.</b>	✓
<p>1.1 Identify and apply a variety of mathematical strategies to solve problems in their environment.</p> <ul style="list-style-type: none"> <li>• After placing plates and napkins around the snack table, recognizes that he needs one more napkin for the last place and asks the teacher for another napkin.</li> <li>• Following a discussion about the size of the room, works with other children to measure the length of the room using block units, lay blocks of the same size along the wall end to end, and count the number of blocks.</li> <li>• Predicts the number of small balls in a closed box and then communicates, “Let’s count.”</li> <li>• Has run out of long blocks to complete a road and solves the problem by using two smaller blocks to “fill in” for a longer block.</li> <li>• When in need of six cones to set up an obstacle course but having only four, communicates, “I need two more cones.”</li> <li>• Sorts the animal figures into two groups, wild animals for him and pets for his friend, when asked to share the animal figures with a friend.</li> </ul>	✓

## English-Language Development Listening

California Early Learning Standard			iStartSmart™
<b>1. Children listen with understanding. – Focus: Beginning words</b>			✓
Beginning	Middle	Later	
<p>1.1 Attend to English oral language in both real and pretend activity, relying on intonation, facial expressions, or the gestures of the speaker.</p> <ul style="list-style-type: none"> <li>• Listens attentively and nods her head in response to the teacher’s asking, “Is this your coat, Samantha?” while holding up a coat.</li> </ul>	<p>1.1 Demonstrate understanding of words in English for objects and actions as well as phrases encountered frequently in both real and pretend activity.</p> <ul style="list-style-type: none"> <li>• Upon hearing, “I’m finished” or “Good-bye,” uses appropriate actions, such as waving goodbye to an English-speaking peer who says “Good-bye!” as she leaves at the end of the day.</li> </ul>	<p>1.1 Demonstrate an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activity.</p> <ul style="list-style-type: none"> <li>• In response to the teacher holding up a jacket and asking the child, “Does this belong to you? Or is it Lai’s jacket?” as the children are getting ready to go outside, takes the jacket and gives it to his friend.</li> </ul>	✓

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

## English-Language Development Listening

California Early Learning Standard			iStartSmart™
1. Children listen with understanding. – Focus: Beginning words ( <i>continued</i> )			✓
Beginning	Middle	Later	
<p>1.1 (<i>continued</i>)</p> <ul style="list-style-type: none"> <li>Looks at a cup and nods or smiles when another child says, "More milk?" during snack time.</li> <li>Pays attention to the teacher during circle time, raising his hand when the teacher asks a question, but just looks and smiles when called upon.</li> <li>Focuses intently on English-speaking children while they are playing with blocks, dolls, puzzles, and so forth and conversing in English.</li> <li>Points to a picture of a dog on the page of a book when asked in English, "Where is the dog?"</li> </ul>	<p>1.1 (<i>continued</i>)</p> <ul style="list-style-type: none"> <li>Goes to the door when the teacher says, "outside time."</li> <li>Stands up and gets a toy monkey from the shelf while his peers sing "Five Little Monkeys" during circle time.</li> <li>Reaches for a small carton of milk when asked by another child, "Pass the milk, please."</li> </ul>	<p>1.1 (<i>continued</i>)</p> <ul style="list-style-type: none"> <li>While playing with a dollhouse and props with an English-speaking peer, puts the pants on the doll when the peer says, "Put the pants on the doll."</li> <li>In response to the teacher asking an open-ended question while holding up a photograph (e.g., "What could you do at this park?"), runs in place or hops.</li> <li>Responds by patting his chest and smiling when the teacher asks, "Whose hat is this?" (communicates possession)</li> <li>During small group outdoor play, responds to the teacher's input ("Throw the ball," "Kick the ball," "Catch the ball") with appropriate actions.</li> </ul>	✓
<p>1.2 Begin to follow simple directions in English, especially when there are contextual cues.</p> <ul style="list-style-type: none"> <li>Moves with other children to an activity area when the teacher ends morning circle time.</li> </ul>	<p>1.2 Respond appropriately to requests involving one step when personally directed by others, which may occur with or without contextual cues.</p> <ul style="list-style-type: none"> <li>Cleans up in an activity center when the teacher says, "Alicia, it's time to clean up."</li> </ul>	<p>1.2 Follow directions that involve a one-or two-step sequence, relying less on contextual cues.</p> <ul style="list-style-type: none"> <li>Chooses a book and brings it to the teacher when the teacher says, "Go get a book and bring it to me. I'll read it with you."</li> </ul>	✓

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

## English-Language Development Listening

California Early Learning Standard			iStartSmart™
<b>1. Children listen with understanding. – Focus: Beginning words (continued)</b>			✓
<p>1.2 (continued)</p> <ul style="list-style-type: none"> <li>• Responds appropriately to simple requests, such as “Pass the napkins” at snack time or “Pick up the crayon.”</li> <li>• Washes his hands after seeing others do so and in response to the teacher’s saying his name and gesturing to wash hands.</li> <li>• Joins peers in line when she sees others do so during a practice emergency evacuation drill.</li> </ul>	<p>1.2 (continued)</p> <ul style="list-style-type: none"> <li>• Sits by a peer when the peer says, “Come sit here,” and points to a place on the carpet.</li> <li>• Nods her head “yes” and runs to pick up a truck when asked by another child if she wants to play with the trucks.</li> <li>• Raises his hand when the teacher asks, “Who wants more apple slices?” at snack time.</li> <li>• Participates in a “Simon Says” game (e.g., jumps when the teacher says, “Simon says jump!”).</li> </ul>	<p>1.2 (continued)</p> <ul style="list-style-type: none"> <li>• “Pours” something into a pot and stirs the “soup” in response to another child who says, “Put some milk in the soup. And stir, stir, stir,” while in the kitchen area.</li> <li>• Takes off her coat and places it in her cubby after the teacher says, “It’s hot in here. Why don’t you take off your coat and put it in your cubby?”</li> </ul>	✓
<b>1. Children listen with understanding. – Focus: Basic and advanced concepts</b>			✓
<b>Beginning</b>	<b>Middle</b>	<b>Later</b>	
<p>1.3 Demonstrate an understanding of words related to basic and advanced concepts in the home language that are appropriate for the age (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p> <ul style="list-style-type: none"> <li>• Tells his grandfather in Hmong at the end of the day about the class trip to the petting zoo, talking about the baby animals, what they eat, what they like to do, and so forth (as heard by the bilingual assistant).</li> </ul>	<p>1.3 Begin to demonstrate an understanding of words in English related to basic concepts.</p> <ul style="list-style-type: none"> <li>• When the teacher says, “It’s your turn, Jorge. Go up the stairs and go down the slide,” climbs the stairs and goes down the slide.</li> <li>• Wearing a red T-shirt, leaves the circle for snack time in response to the teacher singing, “All the kids who are wearing red, wearing red, wearing red, all the kids who are wearing red, can go have snack.”</li> </ul>	<p>1.3 Demonstrate an understanding of words in English related to more advanced concepts.</p> <ul style="list-style-type: none"> <li>• After looking for his favorite toy lion in the zoo animal basket and not finding it, responds to the teacher’s suggestion, “It’s not on top. Look under the other animals,” by reaching down deeper in the basket, finding the toy, and smiling.</li> </ul>	✓



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

## English-Language Development Listening

California Early Learning Standard			iStartSmart™
<b>1. Children listen with understanding. – Focus: Basic and advanced concepts (continued)</b>			✓
<p>1.3 (continued)</p> <ul style="list-style-type: none"> <li>• During open house, tells her older sister in Farsi how she planted a seed that grew into a plant, after which her parents share with the teacher, "She's telling her sister Frough about her plant."</li> <li>• Responds appropriately to directions relating spatial concepts in the home language (e.g., can identify which ball is bigger when shown two balls).</li> </ul>	<p>1.3 (continued)</p> <ul style="list-style-type: none"> <li>• Passes several blocks to another child in response to that child communicating, "Let's use a lot of blocks for our castle! We need more!"</li> <li>• Gives a peer the "big" baby in response to the peer communicating, "You have the little baby. I want the big baby," while playing in the dramatic play area.</li> <li>• Communicates, "Ride bike," in response to the teacher asking, "What happened before you fell down?"</li> </ul>	<p>1.3 (continued)</p> <ul style="list-style-type: none"> <li>• Responds appropriately to the directions, "First, wash your hands and then come to the table," at snack time.</li> <li>• Brings the teacher the book from the previous day's "read- aloud" in response to the teacher's question, "Lai-Wan, can you bring me the book we read yesterday about fish?"</li> <li>• Passes the bigger cup during water play when another child says, "Give me the bigger cup, please."</li> <li>• Touches spilled juice and makes a face when a peer says, "Ooh, it's still sticky!"</li> </ul>	✓

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

## Speaking

California Early Learning Standard			iStartSmart™
1. Children use nonverbal and verbal strategies to communicate with others. Focus: Communication of needs.			✓
Beginning	Middle	Later	
<p>1.1 Attend to an adult reading a short storybook written in the home language or a storybook written in English if the story has been read in the home language.</p> <ul style="list-style-type: none"> <li>Moves closer in an attempt to see props as the teacher reviews the English vocabulary before reading a story and then reads the story aloud.</li> <li>Attends to the story and responds to questions when a storybook written in her home language is read aloud in a small group by a visiting parent who speaks the home language.</li> <li>Looks at the teacher's hand and pages in the book as teacher uses a mouse puppet during a read-aloud of a book about mice.</li> <li>Points to familiar objects and names them in the home language while the teacher reads aloud, in English, a book that she read aloud in the child's home language the day before.</li> <li>Responds in relation to the teacher and peers during a big-book read-aloud at circle time (e.g., laughs along with others).</li> </ul>	<p>1.1 Begin to participate in reading activities, using books written in English when the language is predictable.</p> <ul style="list-style-type: none"> <li>Responds with other children to questions in the text, using appropriate animal names during a class read-aloud of <i>Brown Bear, Brown Bear, What Do You See?</i></li> <li>Communicates, "honk, honk, honk" when the teacher pauses after saying, "The horn on the bus goes . . ." while reading <i>The Wheels on the Bus</i>.</li> <li>Counts "one, two, three, four" with the group when the teacher counts the number of strawberries illustrated on a page.</li> <li>Participates in choral response when the teacher invites the children to participate in a class read-aloud of <i>There Was an Old Lady Who Swallowed a Fly</i> or <i>The Three Little Pigs</i>.</li> <li>Imitates the motions the teacher makes to illustrate a story read aloud in English (e.g., pretends to run like the Gingerbread Man).</li> </ul>	<p>1.1 Participates in reading activities, using a variety of genres that are written in English (e.g., poetry, fairy tales, concept books, and informational books).</p> <ul style="list-style-type: none"> <li>Brings a stack of books to a classroom volunteer and communicates, "First read <i>Rainbow Fish</i>, and then the ABC farm book."</li> <li>Communicates, "Humpty Dumpty is my favorite! Read that one after the egg book, OK?" during circle time.</li> <li>Calls out, "I like that one! It has black and white," pointing to the orca whale during a read-aloud of a big book about whales.</li> <li>Role-plays a simple poem about how plants grow outside after hearing the poem during circle time.</li> <li>When the teacher asks, "What does the boy see?" during a small group read-aloud, responds, "a dog!" while pointing at a picture of a dog on a page in the book.</li> </ul>	✓

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

## Speaking

California Early Learning Standard			iStartSmart™
1. Children demonstrate an appreciation and enjoyment of reading and literature. Focus: Interest in books and reading			✓
Beginning	Middle	Later	
<p>1.2 “Read” familiar books written in the home language or in English when encouraged by others and, in the home language, talk about the books.</p> <ul style="list-style-type: none"> <li>When playing in the block corner with cars and trucks, finds a picture book on transportation in a basket and communicates in her home language, “Look! A big truck!”</li> <li>Looks on as a peer “reads,” then selects a book in her home language and sits next to the peer to “read” too.</li> <li>When asked by a bilingual assistant, “What is your favorite book?” picks up <i>La oruga muy hambrienta</i> (The Very Hungry Caterpillar) and asks the assistant to read it to her.</li> </ul>	<p>1.2 Choose to “read” familiar books written in the home language or in English with increasing independence and, in the home language or in English, talk about the books.</p> <ul style="list-style-type: none"> <li>Chooses a book about animals to “read” with another child while playing “zoo” in the block area, pretends to be an elephant, and says, “Look it. My big trunk.”</li> <li>Selects a familiar book written in the home language (e.g., <i>Pío Peep</i>) from the shelf without help and sings the lyrics to a song in Spanish and in English.</li> <li>Chooses to “read” a book that was read aloud by the teacher earlier the same day or on the previous day and talks with a peer about the book in any language.</li> <li>When building a block tower, looks at a book about construction after a teacher prompts, “What a great tower! Do you think you could find a building in this book that looks like yours?” to which he responds by talking about the book in any language.</li> </ul>	<p>1.2 Choose to “read” familiar books written in English with increasing independence and talk about the book in English.</p> <ul style="list-style-type: none"> <li>Chooses a familiar book in English, <i>A Pocket for Corduroy</i>, settles down again on a pile of pillows, turns the pages of the book, and says, “Look, bear want pocket. Girl make pocket.”</li> <li>Selects and “reads” a class book about a recent walk in the neighborhood (with photographs captioned in English) and, using English, talks about the photographs.</li> </ul>	✓

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

## Speaking

California Early Learning Standard			iStartSmart™
2. Children show an increasing understanding of book reading. Focus: Personal connections to the story			✓
Beginning	Middle	Later	
<p>2.1 Begin to identify and relate to a story from their own life experiences in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p> <ul style="list-style-type: none"> <li>Tells the teacher in Spanish how the story reminds her of an experience she has had: "Mi papá dice que yo soy su princesa." (My dad says that I am his princess.)</li> <li>Brings items from home to share that are related to a storybook read aloud the previous day.</li> <li>Says to a peer in Vietnamese, "I pet a dog, Coco, just a little bit. After that, I washed my hands with soap." during a read-aloud of a big book about animals (as reported by a bilingual assistant or interpreter).</li> </ul>	<p>2.1 Describe their own experiences related to the topic of the story, using telegraphic and/or formulaic speech in English.</p> <ul style="list-style-type: none"> <li>In response to hearing a book about the zoo, starts her own story with "Mommy zoo" because her mother went on a class trip to the zoo along with a small group and the teacher.</li> <li>Calls out during a read-aloud of a story about the dentist, "Me too! Me too!" while pointing at her mouth.</li> <li>Communicates, "I love cereal—not hot," after hearing the story <i>Goldilocks and the Three Bears</i>.</li> </ul>	<p>2.1 Begin to engage in extended conversations in English about stories.</p> <ul style="list-style-type: none"> <li>After hearing <i>Goodnight Moon</i>, talks about his own house, leading to a conversation with the teacher about bedtime routines and where he lives.</li> <li>When the teacher asks, "Has anyone seen a train? What did it look like?" says, "I saw a train. I saw a big train (emphasizing "big" and using hand gestures). It was blue. I like blue," after a read-aloud of a storybook about a train ride.</li> </ul>	✓

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

## Speaking

California Early Learning Standard			iStartSmart™
<b>2. Children show an increasing understanding of book reading. Focus: Story Structure</b>			✓
Beginning	Middle	Later	
<p>2.2 Retell a story in the home language when read or told a story in the home language (as reported by parents, teachers, assistants, or others, with the assistance of interpreter if necessary).</p> <ul style="list-style-type: none"> <li>• Begins to put the pictures of a simple story in sequence when told the beginning, middle, and end in the home language as part of a small group activity with a bilingual assistant; retells the story in his home language.</li> <li>• Says to her mother in Spanish while looking at a book at the end of the day, "Primero, la casa de paja se cayó, después la casa de palo, y después la de ladrillo." (First, the straw house fell, next the stick house, and then the brick one.)</li> </ul>	<p>2.2 Retell a story using the home language and some English when read or told a story in English.</p> <ul style="list-style-type: none"> <li>• Says in Spanish and English, "Se sentó en la silla de [she sat in the chair of] Papa Bear, and then Mama Bear, and then Baby Bear" to a peer in the dramatic play area.</li> <li>• Participates in a whole-class reenactment of <i>The Little Red Hen</i>, using such props as a flannel board or finger puppets; retells some of story sequence primarily in his home language, using some key English phrases, such as, "Not I," said the duck" or "Then I will."</li> </ul>	<p>2.2 Retell in English the majority of a story read or told in English.</p> <ul style="list-style-type: none"> <li>• Says, "First he go to the house . . . straw. Then the house . . . sticks . . . then the house . . . bricks" in a small group conversation after a read-aloud.</li> <li>• Flips through the pages of a picture book of <i>Goldilocks and The Three Bears</i> and communicates, "Baby, Mama, Papa bear. Food is hot. Go outside . . . [continues through sequence] Girl see bear and she run. The end." (This is a story the teacher has told on many occasions.)</li> </ul>	✓

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

## Speaking

California Early Learning Standard			iStartSmart™
<b>3. Children demonstrate an understanding of print conventions. Focus: Book handling</b>			✓
Beginning	Middle	Later	
<p>3.1 Begin to understand that books are read in a consistent manner (e.g., in English, pages are turned from right to left and the print is read from top to bottom, left to right: this may vary in other languages).</p> <ul style="list-style-type: none"> <li>Rotates and flips the book over until the picture of George is right side up on the cover of <i>Jorge el curioso</i> (<i>Curious George</i>) and begins to look at the book.</li> <li>A Cantonese-speaking child picks up a book, and flips the pages from left to right, looking at the pictures (the appropriate way to read a book in Chinese).</li> </ul>	<p>3.1 Continue to develop an understanding of how to read a book, sometimes applying knowledge of print conventions from the home language.</p> <ul style="list-style-type: none"> <li>Turns the pages of a book and talks about illustrations in either English or his home language.</li> <li>Turns the pages of a book, although not necessarily one at a time, talking quietly to herself in Arabic; tracks the print with her finger, moving from top to bottom, right to left (the appropriate way to write and read in Arabic).</li> <li>During circle time, turns the page of a big book written in English in the appropriate direction when the teacher indicates it is time to turn the page.</li> </ul>	<p>3.1 Demonstrate an understanding that print in English is organized from left to right, top to bottom, and that pages are turned from right to left when a book is read.</p> <ul style="list-style-type: none"> <li>Turns an upside-down book right side up and says, "Let's start here," when sitting and "reading" with a peer in a rocking chair.</li> <li>Imitates the teacher reading to children by sitting next to a peer, holding up a book written in English that has been read aloud several times; turns the pages and points to words, tracking the print with her finger, moving from left to right and top to bottom.</li> <li>Communicates in Spanish, "Había una vez" (Once upon a time) when looking at the first page of a book, looks through the book, and communicates, "The end" when reaching the last page.</li> </ul>	✓

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

## Speaking

California Early Learning Standard			iStartSmart™
<b>4. Children demonstrate awareness that print carries meaning. Focus: Environmental print</b>			✓
Beginning	Middle	Later	
<p>4.1 Begin to recognize that symbols in the environment (classroom, community, or home) carry a consistent meaning in the home language or in English.</p> <ul style="list-style-type: none"> <li>Sees the pedestrian-crossing sign at a stoplight signal (showing a green hand) and communicates in his home language, "We can go, teacher!" while on a neighborhood walk.</li> <li>During cleanup time, finds the shelf with a big block picture label and puts big blocks on the shelf or puts away musical instruments on the shelf that has a label showing musical notes.</li> <li>Recognizes logos for familiar grocery stores, restaurants, and so forth in the community (as reported by parents or others).</li> <li>Points to picture labels on a chart representing daily class routines and communicates in her home language, "book" or "blocks."</li> </ul>	<p>4.1 Recognize in the environment (classroom, community, or home) some familiar symbols, words, and print labels in the home language or in English.</p> <ul style="list-style-type: none"> <li>Recognizes "stop" signs: Communicates, "Stop!" when seeing a stop sign while walking home from school (as reported by parent); stops the tricycle on the playground and raises his hand to indicate "stop" when a peer holds up a paper stop sign.</li> <li>Says in Spanish, "¡Mami, cómprame pan dulce!" (Mommy, buy me a pastry) while pointing at the sign for a Mexican bakery that has a picture of a pastry.</li> <li>Recognizes the label and picture on a package and says, "mac 'n cheese" in the kitchen play area.</li> <li>Finds more spoons for snack time in a drawer labeled with a picture of spoons and the word "spoons."</li> <li>Recognizes her own printed name on signs in the classroom (e.g., on a chart that lists how children get to school or on a label on her cubby).</li> </ul>	<p>4.1 Recognize in the environment (classroom, community, or home) an increasing number of familiar symbols, words, and print labels in English.</p> <ul style="list-style-type: none"> <li>Takes a peer's jacket from the floor, finds the owner's name label on the cubby, and puts the jacket there.</li> <li>Moves toward the women's bathroom, indicates or points at the sign on the door with only the word "Women" labeled on it, and says, "This one is for girls," while visiting the public library.</li> <li>Names the exit sign or the signs for various areas, such as "library area," "science area," and so forth.</li> <li>Says, "Teacher, this is my book," and puts her book in the trunk labeled "Show and Tell" as the children gather for sharing time on the rug.</li> </ul>	✓

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

## Speaking

California Early Learning Standard			iStartSmart™
<b>5. Children demonstrate progress in their knowledge of the alphabet in English.</b> <b>Focus: Letter awareness</b>			✓
Beginning	Middle	Later	
<p>5.1 Interact with material representing the letters of the English alphabet.</p> <ul style="list-style-type: none"> <li>Plays with alphabet puzzles or magnets with a peer.</li> <li>Prints letters on paper, using alphabet stamps.</li> </ul>	<p>5.1 Begin to talk about the letters of the English alphabet while playing and interacting with them; may code-switch (use the home language and English).</p> <ul style="list-style-type: none"> <li>Names individual letters while tracing them in the sand and says a friend's name that starts with one of the letters.</li> <li>Indicates or points at individual letters in an alphabet book in English and communicates, "That's my letter!" while pointing at the letter "M," the first letter in her name, Minh.</li> <li>Communicates, "C, O, L" as she puts letters into the appropriate spaces in the alphabet puzzle.</li> <li>Communicates, "A, B, C, D" to a peer while indicating or pointing to one of the piles of letters in front of him on the table during a game of ABC Bingo.</li> <li>Says in Spanish, "Maestra, 'T' (says letter name in English) es la mía. ¡Es mi nombre!" (Teacher, 'T' is mine. It's my name.) while pointing at the first letter of the name label for his cubby (his name is Tomás).</li> </ul>	<p>5.1 Begin to demonstrate understanding that the letters of the English alphabet are symbols used to make words.</p> <ul style="list-style-type: none"> <li>Asks the teacher to write the word "tree" on his paper after drawing a tree.</li> <li>Asks, "What letter, teacher?" indicating or pointing at the first letter of the first word in the title of a big book during circle time.</li> <li>Indicates or points to words under a drawing of the sun and says, "That says 'sun'" (even if the text says something else).</li> </ul>	✓



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

## Speaking

California Early Learning Standard			iStartSmart™
<b>5. Children demonstrate progress in their knowledge of the alphabet in English. Focus: Letter recognition</b>			✓
<b>Beginning</b>	<b>Middle</b>	<b>Later</b>	
<p>5.2 Begin to recognize the first letter in their own name or the character for their own name in the home language or English.</p> <ul style="list-style-type: none"> <li>Shows her parents her cubby and says in Spanish, “Mi nombre empieza con esta letra, la ‘m’.” (My name begins with this letter, ‘m’.) (The child’s name is Manuela.)</li> <li>Indicates or points to her name label written in Mandarin Chinese on her cubby and communicates to her parents in Chinese, “That’s my name.”</li> </ul>	<p>5.2 Identify some letters of the alphabet in English.</p> <ul style="list-style-type: none"> <li>Recognizes several letters in his classmates’ names or in his parents’ names.</li> <li>Identifies five letters on an alphabet poster when highlighted by the teacher.</li> <li>When looking through an “alphabet storybook” or children’s illustrated alphabet book, names five or more letters.</li> </ul>	<p>5.2 Identify ten or more letters of the alphabet in English.</p> <ul style="list-style-type: none"> <li>Identifies different letters of friends’ names on a name chart.</li> <li>Names ten individual letters as a friend writes them with chalk outside</li> </ul>	✓
<b>6. Children demonstrate phonological awareness. Focus: Rhyming</b>			✓
<b>Beginning</b>	<b>Middle</b>	<b>Later</b>	
<p>6.1 Listen attentively and begin to participate in simple songs, poems, and finger plays that emphasize rhyme in the home language or in English.</p> <ul style="list-style-type: none"> <li>Participates in a class chant of “Humpty Dumpty” or class sing-along of “Itsy Bitsy Spider” by making some gestures and smiling with peers.</li> </ul>	<p>6.1 Begin to repeat or recite simple songs, poems, and finger plays that emphasize rhyme in the home language or in English.</p> <ul style="list-style-type: none"> <li>Sings some key words and perhaps makes some gestures for the Spanish-language songs “Pimpón” or “Aserrín, Aserrán” with a peer while playing outside (as reported by a bilingual assistant).</li> </ul>	<p>6.1 Repeat, recite, produce, or initiate simple songs, poems, and finger plays that emphasize rhyme in English.</p> <ul style="list-style-type: none"> <li>Produces a word that rhymes with the target word during chants, such as “Eddie spaghetti” or “Ana banana.”</li> <li>Participates in a class sing-along of “Down by the Bay,” repeating most of the song and almost all of the rhyming words in phrases (e.g., “a whale with a polka-dot tail” and “a moose kissing a goose”).</li> </ul>	✓

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

## Speaking

California Early Learning Standard			iStartSmart™
<b>6. Children demonstrate phonological awareness. Focus: Rhyming (continued)</b>			✓
Beginning	Middle	Later	
<p>6.1 (continued)</p> <ul style="list-style-type: none"> <li>Imitates a frog jumping into water while listening to this rhyme in Mandarin Chinese: “One frog has one mouth, two eyes, and four legs. It jumps into the water and makes a <i>splash</i> sound.” (as reported by teachers, parents, assistants, or others, with the assistance of an interpreter, if necessary).</li> </ul>	<p>6.1 (continued)</p> <ul style="list-style-type: none"> <li>Participates with a peer who is chanting “One, two buckle my shoe, three, four shut the door . . .” by joining in for the rhyming words, such as “two, shoe” and “four, door” and clapping while playing in the sandbox.</li> <li>Participates in a class sing-along of “Twinkle, Twinkle Little Star,” singing rhyming words and key phrases (e.g., “Twinkle, twinkle, little star” and “what you are,” but not the entire song).</li> </ul>	<p>6.1 (continued)</p> <ul style="list-style-type: none"> <li>Plays a word-matching game involving rhyming (e.g., “I say no, you say go,” “I say boo, you say too,” or “I say cat, you say rat”).</li> <li>Says, “Cindy. Bindy. They’re the same!” when talking to a peer about her own name (Bindy) and her peer’s name (Cindy).</li> <li>Says spontaneously to a friend, “Mother and brother sound the same—they rhyme!” while in the dramatic play area.</li> </ul>	✓
<b>6. Children demonstrate phonological awareness. Focus: Onset (initial sound)</b>			✓
Beginning	Middle	Later	
<p>6.2 Listen attentively and begin to participate in simple songs, poems, and finger plays in the home language or in English.</p> <ul style="list-style-type: none"> <li>Imitates motions in finger plays, following the teacher’s rhythm, such as “Los elefantes” (The Elephants) in Spanish or “This Is the Way We Wash Our Hands” in English.</li> </ul>	<p>6.2 Begin to recognize words that have a similar onset (initial sound) in the home language or in English, with support.</p> <ul style="list-style-type: none"> <li>During a read-aloud of a big book about bugs, indicates or points to a butterfly or a beetle on a page and says “butterfly” or “beetle” in response to the teacher asking, while pointing to the corresponding images, “Which bugs start with the “b” letter sound? Butterfly, caterpillar, or beetle?”</li> </ul>	<p>6.2 Recognize and produce words that have similar onset (initial sound) in English.</p> <ul style="list-style-type: none"> <li>Says words that start with the same sound as her own name (e.g., Sara, sock, scissors).</li> <li>Draws a picture of a cat and tells a child, “That’s a cat. Cat is like me. Catalina.”</li> </ul>	✓

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

## Speaking

California Early Learning Standard			iStartSmart™
6. Children demonstrate phonological awareness. Focus: Onset (initial sound) <i>(continued)</i>			✓
Beginning	Middle	Later	
<p>6.2 <i>(continued)</i></p> <ul style="list-style-type: none"> <li>Participates, using appropriate gestures only, in a class sing-along of “Where Is Thumbkin?” or the Spanish version of the song “Pulgarcito.”</li> <li>Listens to the “days of the week” song in English, clapping along with peers when the current day of the week is named.</li> <li>Sings along and uses some gestures for a song in Vietnamese (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary): “There’s the yellow butterfly. There’s the yellow butterfly. Spreads its wings. Spreads its wings. Takes its flight to the sky. Takes its flight to the sky. We contemplate it. We contemplate it.”</li> </ul>	<p>6.2 <i>(continued)</i></p> <ul style="list-style-type: none"> <li>Cuts out pictures of things that begin with the “p” letter sound for a class book on things that begin with the “p” letter sound. The pictures include things that begin with “p” letter sound in Spanish and English (e.g., palo—stick, perro—dog, pencil).</li> </ul>	<p>6.2 <i>(continued)</i></p> <ul style="list-style-type: none"> <li>Generates words that start with the same initial sound during a word game while being pushed on a swing by the teacher; for example, “m” (letter sound) “mom, man, me, mine,” in response to teacher saying, “I’m thinking of a word that begins with ‘m’ (letter sound); mouse begins with ‘m’ (letter sound); what else begins with ‘m’ (letter sound)?”</li> </ul>	✓

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

## Speaking

California Early Learning Standard			iStartSmart™
<b>6. Children demonstrate phonological awareness.</b> <b>Focus: Sound differences in the home language and English.</b>			✓
Beginning	Middle	Later	
<p>6.3 Attend to and manipulate different sounds or tones in words in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary.)</p> <ul style="list-style-type: none"> <li>Repeats parts of tongue twisters in the home language, such as “Mi mamá me mima mucho” (My mom really pampers me), as reported by the grandmother, with the assistance of an interpreter. (Using tongue twisters is a common practice in Spanish-speaking families.)</li> <li>Recites parts of poems in the home language, such as “Little kitty goes to school, when the teacher talks he goes to sleep. Words spoken by the teacher go into his left ear, but soon come out of his right ear. Don’t you think it’s really silly?” as reported by the father. (Reciting poetry is a common practice in Chinese-speaking families.)</li> <li>Participates in the chant “Uno dos tres cho-, Uno dos tres co-, Uno dos tres la-, Uno dos tres te-. Cho-co-la-te, Cho-cola-te, Bate, bate, chocolate!” (One two three cho-, one two three co-, one two three la-, one two three te. Chocolate, Chocolate, Whip, Whip the chocolate!) as observed by the teacher when an older sibling picks up the child at the end of the day. (This is a common chant in Spanish that emphasizes syllables.)</li> </ul>	<p>6.3 Begin to use words in English with phonemes (individual units of meaningful sound in a word or syllable) that are different from the home language).</p> <ul style="list-style-type: none"> <li>Listens as the teacher sounds out words while writing a list on chart paper; mouths letter sounds silently, imitating the teacher.</li> <li>Utters new words with English sounds that do not exist in Mandarin Chinese or Korean, such as “uh oh” when seeing a classmate spill juice or “yum yum” when eating a favorite snack.</li> <li>Participates in activities, such as games and songs, that stress sounds in English (e.g., sings along to “The Ants Go Marching” or “This Old Man” with peers while marching outside).</li> </ul>	<p>6.3 Begin to orally manipulate sounds (onsets, rimes, and phonemes) in words in English, with support.</p> <ul style="list-style-type: none"> <li>Sings along with other children during circle time to songs, such as “Willaby Wallaby Woo” or “Apples and Bananas,” that emphasize the oral manipulation of sounds.</li> <li>While pointing at her untied shoelaces, says, “Teacher, tie my shoes [saying “chüz”], please,” to which the teacher responds, “You want me to tie your shoes?” emphasizing the “sh” in the word “shoes,” after which the child nods and responds, “Yes, my shoes [saying “shüz”].”</li> </ul>	✓

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

## English-Language Development Writing

California Early Learning Standard			iStartSmart™
<b>1. Children use writing to communicate their ideas. Focus: Writing as communication</b>			✓
Beginning	Middle	Later	
<p>1.1 Begin to understand that writing can be used to communicate</p> <ul style="list-style-type: none"> <li>Makes marks (e.g., scribbles, draws lines) and, by gesturing, engages a peer to share her writing.</li> <li>Communicates “rain, rain,” in the home language while painting spirals and then dots at the easel.</li> <li>Dictates, to a bilingual assistant, a simple letter in Vietnamese addressed to his dì (maternal aunt).</li> </ul>	<p>1.1 Begin to understand that what is said in the home language or in English can be written down and read by others.</p> <ul style="list-style-type: none"> <li>Asks the teacher to write in Spanish and English, “No se toca. [Don’t touch.] No touch,” on a piece of paper to place in front of a block tower he has just finished building.</li> <li>Cuts a shape out of red paper that resembles a stop sign and asks the teacher to write the word “stop” on it so he can use it outside when riding tricycles.</li> <li>While playing doctor, “writes” on a paper, hands it to a peer, and communicates in Spanish, “Necesitas esta medicina.” (You need this medicine.)</li> </ul>	<p>1.1 Develop an increasing understanding that what is said in English can be written down and read by others.</p> <ul style="list-style-type: none"> <li>Dictates a simple letter to his mother in English when he is very excited about something he was able to do.</li> <li>Pointing to the top of a painting she has just finished at the easel, says to the teacher, “I’m done! Write my name here, OK?”</li> <li>“Writes” on a paper after making a drawing, gives it to the teacher, and requests, “Read my story.”</li> <li>“Writes” while saying, “Eggs. Milk. Ice Cream,” while playing restaurant in the kitchen play area with other children.</li> </ul>	✓

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

## English-Language Development Writing

California Early Learning Standard			iStartSmart™
<b>1. Children use writing to communicate their ideas. Focus: Writing to represent words or ideas.</b>			✓
Beginning	Middle	Later	
<p>1.2 Begin to demonstrate an awareness that written language can be in the home language or in English.</p> <ul style="list-style-type: none"> <li>Makes scribbles of lines and shapes that may resemble the home language.</li> <li>Gestures to a bilingual poster on the wall and asks a peer, “¿Es español o inglés?” (Is this Spanish or English?)</li> <li>Says, “That says, ‘Chinese,’” in Cantonese while pointing to a calendar with Chinese characters.</li> </ul>	<p>1.2 Begin to use marks or symbols to represent spoken language in the home language or in English.</p> <ul style="list-style-type: none"> <li>While pretend-writing with crayons and paper, communicates, “Teacher, this Korean.”</li> <li>As a speaker of Ukrainian, writes marks with crayons on paper and communicates, “This like Mommy writes.”</li> <li>Writes marks from the bottom to the top and from right to left on a paper and communicates in English and Mandarin Chinese, “I write like my yí.” (maternal aunt).</li> <li>Writes marks that resemble Chinese characters in his journal next to a picture he has drawn of a little boy with a man and says, “Me. Daddy.”</li> </ul>	<p>1.2 Continue to develop writing by using letters or letter-like marks to represent their ideas in English.</p> <ul style="list-style-type: none"> <li>Writes a grocery list in the housekeeping center, using forms that approximate letters in English.</li> <li>Writes “blocks,” with some errors, on a daily plan for center time while saying, “I am going to play with the blocks.”</li> <li>Writes letter-like marks while saying “lizard” after drawing a picture of a lizard for her own page in a class book on lizards.</li> </ul>	✓

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

## English-Language Development Writing

California Early Learning Standard			iStartSmart™
1. Children use writing to communicate their ideas. Focus: Writing their name.			✓
Beginning	Middle	Later	
<p>1.3 Write marks to represent their own name in a way that may resemble how it is written in the home language.</p> <ul style="list-style-type: none"> <li>• Uses circles, lines, graphics, or figures that resemble the writing system for her home language to represent her own name and communicates in the home language, "That's my name!"</li> <li>• "Writes" his name on a card he has made for his parent and communicates his name in the home language.</li> <li>• Makes marks in the sand and communicates in her home language, "Teacher, this my name."</li> </ul>	<p>1.3 Attempt to copy their own name in English or in the writing system of their home language.</p> <ul style="list-style-type: none"> <li>• Copies her name in English from her name card with some errors, using a whiteboard and markers.</li> <li>• From a card with his name written in Korean by his mother, copies his name in Korean at the bottom of a picture he wants to send to his grandma, who does not speak English.</li> <li>• Writes an approximation of her name in Vietnamese on the sign-in sheet when arriving at school and communicates, "I'm here!"</li> </ul>	<p>1.3 Write their first name on their own in English nearly correctly, using letters of the English alphabet to accurately represent pronunciation in their home language.</p> <ul style="list-style-type: none"> <li>• Writes his name in English on a painting, with some errors.</li> <li>• While outside, writes his name in English and then in Japanese next to a self-portrait, with some errors, using sidewalk chalk.</li> <li>• Traces her name in English while drawing with crayons, then writes her name on her own.</li> </ul>	✓