

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

## Language Arts

Illinois Early Learning Standard	iStartSmart™
<b>State Goal 1: Read with understanding and fluency</b>	
<b>Learning Standard A: Apply word analysis and vocabulary skills to comprehend selections.</b>	
Benchmark 1.A.ECa – Understand that pictures and symbols have meaning and that print carries a message.	✓
Benchmark 1.A.ECb – Understand that reading progresses from left to right and top to bottom.	✓
Benchmark 1.A.ECc – Identify labels and signs in the environment.	✓
Benchmark 1.A.ECd – Identify some letters, including those in own name.	✓
Benchmark 1.A.ECe – Make some letter-sound matches.	✓
<b>Learning Standard B: Apply word analysis and vocabulary skills to comprehend selections.</b>	
Benchmark 1.B.ECa – Predict what will happen next using pictures by participating in rhyming activities.	✓
Benchmark 1.B.ECb – Begin to develop phonological awareness by participating in rhyming activities.	✓
Benchmark 1.B.ECc – Recognize separable and repeating sounds in spoken language.	✓
<b>Learning Standard C: Comprehend a broad range of reading materials.</b>	
Benchmark 1.C.ECa – Retell information from a story.	✓
Benchmark 1.C.ECb – Respond to simple questions about reading material.	✓
Benchmark 1.C.ECc – Demonstrate understanding of literal meaning of stories by making comments.	✓

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<b>State Goal 2: Read and understand literature representative of various societies, eras and ideas.</b>	
<b>Learning Standard A: Understand how literary elements and techniques are used to convey meaning.</b>	
Benchmark 2.A.EC – Understand that different text forms, such as magazines, notes, lists, letters, and story books, are used for different purposes.	
<b>Learning Standard B: Read and interpret a variety of literary works.</b>	
Benchmark 2.B.EC – Show independent interest in reading-related activities.	
<b>State Goal 3: Write to communicate for a variety of purposes.</b>	
<b>Learning Standard A: Use correct grammar, spelling, punctuation, capitalization and structure.</b>	
Benchmark 3.A.EC – Use scribbles, approximations of letters, or known letters to represent written language.	✓
<b>Learning Standard B: Compose well-organized and coherent writing for specific purposes and audiences.</b>	
Benchmark 3.B.EC – Dictate stories and experiences.	
<b>Learning Standard C: Communicates ideas in writing to accomplish a variety of purposes.</b>	
Benchmark 3.C.EC – Use drawing and writing skills to convey meaning and information.	✓
<b>State Goal 4: Listen and speak effectively in a variety of situations.</b>	
<b>Learning Standard A: Listen effectively in formal and informal situations.</b>	
Benchmark 4.A.EC – Listen with understanding and respond to directions and conversations.	✓
<b>Learning Standard B: Speak effectively using language appropriate to the situation and audience.</b>	
Benchmark 4.B.EC – Communicate needs, ideas and thoughts.	✓

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<b>State Goal 5: Use the language arts to acquire, assess and communicate information.</b>	
<b>Learning Standard A: Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.</b>	
Benchmark 5.A.EC – Seek answers to questions through active exploration.	✓
<b>Learning Standard B – Analyze and evaluate information acquired from various sources.</b>	
Benchmark 5.B.EC – Relate prior knowledge to new information.	✓
<b>Learning Standard C: Apply acquired information, concepts and ideas to communicate in a variety of formats.</b>	
Benchmark 5.C.EC – Communicate information to others.	✓

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## Mathematics

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<b>State Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.</b>	
<b>Learning Standard A: Demonstrate knowledge and use of numbers and their representations in a broad range of theoretical and practical settings.</b>	
Benchmark 6.A.ECa – Use concepts that include number recognition, counting and one-to-one correspondence.	✓
Benchmark 6.A.ECb – Count with understanding and recognize “how many” in sets of objects.	✓
<b>Learning Standard B: Investigate, represent, and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms and relationships.</b>	
Benchmark 6.B.EC – Solve simple mathematical problems.	✓
<b>Learning Standard C: Compute and estimate using mental mathematics, paper-and-pencil methods, calculators and computers.</b>	
Benchmark 6.C.ECa – Explore quantity and number.	✓
Benchmark 6.C.ECb – Connect numbers to quantities they represent using physical models and representations.	
<b>Learning Standard D: Solve problems using comparison of quantities, ratios, proportions and percents.</b>	
Benchmark 6.D.EC – Make comparisons of quantities.	✓
<b>State Goal 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.</b>	
<b>Learning Standard A: Measure and compare quantities using appropriate units, instruments and methods.</b>	
Benchmark 7.A.ECa – Demonstrate a beginning understanding of measurement using non-standard units and measurement words.	✓
Benchmark 7.A.ECb – Construct a sense of time through participation in daily activities.	

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<b>Learning Standard B: Estimate measurements and determine acceptable levels of accuracy.</b>	
Benchmark 7.B.EC – Show understanding of and use comparative words.	✓
<b>Learning Standard C: Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings.</b>	
Benchmark 7.C.EC – Incorporate estimating and measuring activities into play.	
<b>State Goal 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems, and predict results.</b>	
<b>Learning Standard A: Describe numerical relationships using variables and patterns.</b>	
Benchmark A.EC – Sort and classify objects by a variety of properties.	✓
<b>Learning Standard B: Interpret and describe numerical relationships using tables, graphs and symbols.</b>	
Benchmark 8.B.ECa – Recognize, duplicate and extend simple patterns, such as sequences of sounds, shapes and colors.	✓
Benchmark 8.B.ECb – Begin to order objects in series or rows.	✓
<b>Learning Standard C: Solve problems using systems of numbers and their properties.</b>	
Benchmark 8.C.EC – Participate in situations that involve addition and subtraction using manipulatives.	✓
<b>Learning Standard D: Use algebraic concepts and procedures to represent and solve problems.</b>	
Benchmark 8.D.EC – Describe qualitative change, such as measuring to see who is growing taller.	

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<b>State Goal 9: Use geometric methods to analyze, categorize, and draw conclusions about points, lines, planes and space.</b>	
<b>Learning Standard A: Demonstrate and apply geometric concepts involving points, lines, planes and space.</b>	
Benchmark 9.A.EC – Recognize geometric shapes and structures in the environment.	✓
<b>Learning Standard B: Identify, describe, classify and compare relationships using points, lines, planes and solids.</b>	
Benchmark 9.B.EC – Find and name locations with simple words, such as “near”.	✓
<b>State Goal 10: Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.</b>	
<b>Learning Standard A: Organize, describe and make predictions from existing data.</b>	
Benchmark 10.A.ECa – Represent data using concrete objects, pictures, and graphs.	
Benchmark 10.A.ECb – Make predictions about what will happen next.	✓
<b>Learning Standard B: Formulate questions, design data collection methods, gather and analyze data and communicate findings.</b>	
Benchmark 10.B.EC – Gather data about themselves and their surroundings.	

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<b>State Goal 11: Understand the process of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.</b>	
<b>Learning Standard A: Know and apply the concepts, principles and processes of scientific inquiry.</b>	
Benchmark 11.A.ECa – Uses senses to explore and observe materials and natural phenomena.	
Benchmark 11.A.ECb – Collect, describe and record information.	
<b>Learning Standard B: Know and apply the concepts, principles and processes of technological design.</b>	
Benchmark 11.B.ECa – Use scientific tools such as thermometers, balance scales and magnifying glasses for investigation.	
Benchmark 11.B.ECb – Become familiar with the use of devices incorporating technology.	
<b>State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.</b>	
<b>Learning Standard A: Know and apply concepts that explain how living things function, adapt and change.</b>	
Benchmark 12.A.ECa – Investigate and categorize living things in the environment.	
Benchmark 12.A.ECb – Show an awareness of changes that occur in themselves and their environment.	
<b>Learning Standard B: Know and apply concepts that describe how living things interact with each other and with their environment.</b>	
Benchmark 12.B.EC – Describe and compare basic needs of living things.	
<b>Learning Standard C: Know and apply concepts that describe properties of matter and energy and interactions between them.</b>	
Benchmark 12.C.EC – Make comparisons among objects that have been observed.	

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<b>Learning Standard D: Know and apply concepts that describe force and motion and the principles that explain them.</b>	
Benchmark 12.D.EC – Describe the effects of forces in nature (e.g. wind, gravity and magnetism)	
<b>Learning Standard E: Know and apply the concepts that describe the features and processes of the Earth and its resources.</b>	
Benchmark 12.E.ECa – Use common weather-related vocabulary (e.g. rainy, snowy, sunny, windy).	
Benchmark 12.E.ECb – Participate in recycling in their environment.	
<b>Learning Standard F: Know and apply concepts that explain the composition and structure of the universe and the Earth’s place in it.</b>	
Benchmark 12.F.EC – Identify basic concepts associated with night/day and seasons.	✓
<b>State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.</b>	
<b>Learning Standard A: Know and apply the accepted practices of science.</b>	
Benchmark 13.A.EC – Begin to understand basic safety practices.	
<b>Learning Standard B: Know and apply concepts that describe the interaction between science, technology and society.</b>	
Benchmark 13.B.ECa – Express wonder and ask questions about their world.	
Benchmark 13.B.ECb – Begin to be aware of technology and how it affects their lives.	✓



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## Social Science

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<b>State Goal 14: Understand political systems, with an emphasis on the United States.</b>	
<b>Learning Standard A: Understand and explain basic principles of the United States government.</b>	
Benchmark 14.A.EC – Recognize the reasons for rules.	
<b>Learning Standard C: Understand election processes and responsibilities of citizens.</b>	
Benchmark 14.C.EC – Participate in voting as a way of making choices.	
<b>Learning Standard D: Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.</b>	
Benchmark 14.D.EC – Develop an awareness of roles of leaders in their environment.	
<b>State Goal 15: Understand political systems, with an emphasis on the United States.</b>	
<b>Learning Standard A: Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.</b>	
Benchmark 15.A.EC – Identify community workers and the services they provide.	✓
<b>Learning Standard D: Understand trade as an exchange of goods and services.</b>	
Benchmark 15.D.EC– Begin to understand the use of trade to obtain goods and services.	
<b>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>	
<b>Learning Standard A: Apply the skills of historical analysis and interpretation.</b>	
Benchmark 16.A.EC – Recall information about the immediate past.	

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

## Social Science

Illinois Early Learning Standard	iStartSmart™
<p><b>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b></p>	
<p><b>Learning Standard A: Locate, describe and explain places, regions and features on the Earth.</b></p>	
<p>Benchmark 17.A.ECa – Locate objects and places in familiar environments.</p>	
<p>Benchmark 17.A.ECb – Express beginning geographic thinking.</p>	
<p><b>State Goal 18: Understand social systems, with an emphasis on the United States.</b></p>	
<p><b>Learning Standard A: Compare characteristics of cultures as reflected in language, literature, the arts, traditions and institutions.</b></p>	
<p>Benchmark 18.A.EC – Recognize similarities and differences in people.</p>	
<p><b>Learning Standard B: Understand the roles and interactions of individuals and groups in society.</b></p>	
<p>Benchmark 18.B.EC – Understand that each of us belongs to a family and recognize that families vary.</p>	

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## Physical Development and Health

Illinois Early Learning Standard	iStartSmart™
<b>State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.</b>	
<b>Learning Standard A: Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.</b>	
Benchmark 19.A.ECa – Engage in active play using gross motor skills.	
Benchmark 19.A.ECb – Engage in active play using fine motor skills.	✓
<b>Learning Standard B: Analyze various movement concepts and applications.</b>	
Benchmark 19.B.EC – Coordinate movements to perform complex tasks.	✓
<b>Learning Standard C: Demonstrate knowledge of rules, safety and strategies during physical activity.</b>	
Benchmark 19.C.EC – Follow simple safety rules while participating in activities.	
<b>State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.</b>	
<b>Learning Standard A: Know and apply the principles and components of health-related fitness.</b>	
Benchmark 20.A.EC – Participate in developmental activities related to physical fitness.	
<b>Learning Standard B: Assess individual fitness levels.</b>	
Benchmark 20.B.EC – Exhibit increased endurance.	
<b>State Goal 21: Develop team-building skills by working with others through physical activity.</b>	
<b>Learning Standard A: Demonstrate individual responsibility during group physical activities.</b>	
Benchmark 21.A.EC – Follow rules and procedures when participating in group physical activities.	

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## Physical Development and Health

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<b>Learning Standard B: Demonstrate cooperative skills during structured group physical activity.</b>	
Benchmark 21.B.EC – Demonstrate ability to cooperate with others.	✓
<b>State Goal 21: Develop team-building skills by working with others through physical activity.</b>	
<b>Learning Standard A: Demonstrate individual responsibility during group physical activities.</b>	
Benchmark 21.A.EC – Follow rules and procedures when participating in group physical activities.	
<b>Learning Standard B: Demonstrate cooperative skills during structured group physical activity.</b>	
Benchmark 21.B.EC – Demonstrate ability to cooperate with others.	
<b>State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.</b>	
<b>Learning Standard A: Explain the basic principles of health promotion, illness prevention and safety.</b>	
Benchmark 22.A.EC – Participate in simple practices that promote healthy living and prevent illness.	✓
<b>State Goal 23: Understand human body systems and factors that influence growth and development.</b>	
<b>Learning Standard A: Explain the basic principles of health promotion, illness prevention and safety.</b>	
Benchmark 23.A.EC – Identify body parts and their functions.	
<b>Learning Standard A: Explain the basic principles of health promotion, illness prevention and safety.</b>	
Benchmark 23.B.EC – Act independently in caring for personal hygiene needs.	

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## Physical Development and Health

Illinois Early Learning Standard	iStartSmart™
<b>State Goal 24: Promote and enhance health and well being through the use of effective communication and decision-making skills.</b>	
<b>Learning Standard A: Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.</b>	
Benchmark 24.A.ECa – Use appropriate communication skills when expressing needs, wants and feelings.	✓
Benchmark 24.A.Ecb – Use socially acceptable ways to resolve conflict.	✓
<b>Learning Standard C: Demonstrate skills essential to enhancing health and avoiding dangerous situations.</b>	
Benchmark 24.C.EC – Participate in activities to learn to avoid dangerous situations.	

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## Fine Arts

Illinois Early Learning Standard	iStartSmart™
<b>State Goal 25: Know the language of the arts.</b>	
<b>Learning Standard C: Demonstrate skills essential to enhancing health and avoiding dangerous situations.</b>	
Benchmark 25.A.ECa – Dance: Investigate the elements of dance.	
Benchmark 25.A.ECb – Drama : Investigate the elements of drama.	
Benchmark 25.A.ECc – Music: Investigate the elements of music.	
Benchmark 25.A.ECd – Visual Arts: Investigate the elements of visual arts.	
<b>Learning Standard B: Understand the similarities, distinctions and connections in and among the arts.</b>	
Benchmark 25.B.EC – Describe or respond to their own creative work or the creative work of others.	✓
<b>State Goal 26: Through creating and performing, understand how works of art are produced.</b>	
<b>Learning Standard B: Understand the similarities, distinctions and connections in and among the arts.</b>	
Benchmark 26.A.ECa – Dance: Participate in dance activities.	
Benchmark 26.A.ECb – Drama: Participate in drama activities.	
Benchmark 26.A.ECc – Music: Participate in music activities.	
Benchmark 26.A.ECd – Visual Arts: Participate in the visual arts.	
<b>Learning Standard B: Understand the similarities, distinctions and connections in and among the arts.</b>	
Benchmark 26.B.EC – Use creative arts as an avenue for self-expression.	✓

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## Foreign Language

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<p><b>State Goal 28: Use the target language to communicate within and beyond the classroom setting.</b></p>	
<p>Benchmark 28.A.EC – Maintain the native language for use in a variety of purposes.</p>	
<p><b>State Goal 30: Use the target language to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines.</b></p>	
<p>Benchmark 30.A.EC – Use and maintain the native language in order to build upon and develop transferable language and literacy skills.</p>	

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## Social Emotional Development

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<b>State Goal 31: Develop an awareness of personal identity and positive self-concept.</b>	
<b>Learning Standard A: Develop a positive self-concept.</b>	
Benchmark 31.A.ECa – Describe self by using several basic characteristics.	✓
Benchmark 31.A.ECb – Exhibit eagerness and curiosity as a learner.	✓
Benchmark 31.A.ECc – Exhibit persistence and creativity in seeking solutions to problems.	✓
Benchmark 31.A.ECd – Show some initiative and independence in actions.	✓
Benchmark 31.A.ECe – Use appropriate communication skills when expressing needs, wants and feelings.	✓
<b>State Goal 32: Demonstrate a respect and a responsibility for self and others.</b>	
<b>Learning Standard A: Perform effectively as an individual.</b>	
Benchmark 32.A.ECa – Begin to understand and follow rules.	✓
Benchmark 32.A.ECb – Manage transitions and begin to adapt to change in routines.	✓
Benchmark 32.A.ECc – Show empathy and caring for others.	✓
Benchmark 32.A.ECd – Use the classroom environment purposefully and respectfully.	✓
<b>Learning Standard B: Perform effectively as a member of a group.</b>	
Benchmark 32.B.ECa – Engage in cooperative group play.	
Benchmark 32.B.ECb – Begin to share materials and experiences and take turns.	✓
Benchmark 32.B.ECc – Respect the rights of self and others.	✓
Benchmark 32.B.ECd – Develop relationships with children and adults.	✓