

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

Developmental/Content Area: English Language Arts

Ohio Early Learning Standard	iStartSmart™
Phonemic Awareness, Word Recognition and Fluency	
• Phonological and Phonemic Awareness	
◦ Identify matching sounds and recognize rhymes in familiar stories, poems, songs and words (e.g. cat/hat, dog/frog).	✓
◦ Hear sounds in words by isolating the syllables of a word using snapping, clapping or rhythmic movement (e.g., cat, ap-ple).	✓
◦ Differentiate between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes).	✓
◦ Recognize when words share phonemes (sounds) and repeat the common phoneme (e.g., /b/ as in Bob, ball, baby, /t/ as in Matt, kite, boat).	✓
• Word Recognition	
◦ Identify own name in print.	✓
◦ Recognize and name some upper and lower case letters in addition to those in first name.	✓
◦ Recognize that words are made up of letters (e.g., c-a-t).	
• Fluency	
◦ Recognize and “read” familiar words or environmental print (e.g., McDonald’s, Bob Evans).	✓
◦ Demonstrate an understanding of reading fluency by use of phrasing, intonation and expression in shared reading (e.g., Brown Bear, Brown, Bear).	✓
Acquisition of Vocabulary	
• Contextual Understanding	
◦ Understand the meaning of new words from context of conversations, the use of pictures that accompany text or the use of concrete objects.	✓
◦ Recognize and demonstrate an understanding of environmental print (e.g., STOP on a stop sign).	✓



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• Conceptual Understanding	
◦ Name items in common categories (e.g., animals, food, clothing, transportation, etc.).	✓
◦ Demonstrate or orally communicate position and directional words (e.g., inside, outside, in front of, behind).	✓
• Tools and Resources	
◦ Determine the meaning of unknown words with assistance or cues from an adult (e.g., providing a frame of reference, context or comparison).	
Reading Process: Concepts of Print, Comprehension Strategies & Self-Monitoring Strategies	
• Concepts of Print	
◦ Understand that print has meaning by demonstrating the functions of print through play activities (e.g., orders from a menu in pretend play).	✓
◦ Hold books right side up, know that people read pages from front to back, top to bottom and read words from left to right.	
◦ Begin to distinguish print from pictures.	✓
• Comprehension Strategies	
◦ Begin to visualize, represent, and sequence an understanding of text through a variety of media and play.	✓
◦ Predict what might happen next during reading of text.	✓
◦ Connect information or ideas in text to prior knowledge and experience (e.g., “I have a new puppy at home, too.”).	✓
◦ Answer literal questions to demonstrate comprehension of orally read age-appropriate texts.	
• Self-Monitoring Strategies	
◦ Respond to oral reading by commenting or questioning (e.g., “That would taste yucky.”).	

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• Independent Reading	
◦ Select favorite books and poems and participate in shared oral reading and discussions.	✓
Reading Applications: Informational, Technical & Persuasive Text	
• Reading Applications	
◦ Use pictures and illustrations to aid comprehension (e.g., talks about picture when sharing a story in a book).	✓
◦ Retell information from informational text.	
◦ Tell the topic of a selection that has been read aloud (e.g., what is the book about?).	✓
◦ Gain text information from pictures, photos, simple charts and labels.	✓
◦ Follow simple directions.	✓
Reading Applications: Literary Text	
• Reading Applications	
◦ Identify characters in favorite books and stories.	✓
◦ Retell or re-enact events from a story through a variety of media and play events (e.g., dramatize a favorite story).	
◦ Begin to demonstrate an understanding of the differences between fantasy and reality (e.g., talking flowers and animals).	✓
◦ Participate in shared reading of repetitious or predictable text.	
Writing Processes	
• Prewriting	
◦ Generates ideas for a story or shared writing with assistance	
◦ Choose a topic for writing related to shared or personal experience.	

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<ul style="list-style-type: none"> ◦ Begin to determine purpose for writing (e.g., writing invitations to a birthday party). 	
• Drafting, Revising and Editing	
<ul style="list-style-type: none"> ◦ Generate related ideas with assistance. 	
<ul style="list-style-type: none"> ◦ Dictate or produce “writing” to express thoughts. 	✓
<ul style="list-style-type: none"> ◦ Repeat message conveyed through dictation or “writing” (e.g., retell what was written). 	
<ul style="list-style-type: none"> ◦ Begin to use resources (e.g., labels, books, adults, word walls, computer, etc.) to convey meaning. 	✓
• Publishing	
<ul style="list-style-type: none"> ◦ Display or share writing samples, illustrations and dictated stories with others. 	✓
Writing Applications	
• Writing Applications	
<ul style="list-style-type: none"> ◦ Dictate stories or produce simple stories using pictures, mock letters or words. 	
<ul style="list-style-type: none"> ◦ Name objects and label with assistance from adult cues (e.g., table, door). 	✓
<ul style="list-style-type: none"> ◦ Play at writing from top to bottom, horizontal rows as format. 	✓
<ul style="list-style-type: none"> ◦ Dictate words or produce writing approximations for a variety of purposes (e.g., menus in dramatic play, note to friend). 	
Writing Conventions	
• Handwriting	
<ul style="list-style-type: none"> ◦ Print letters of own name and other meaningful words with assistance using mock letters and/or conventional print. 	✓
<ul style="list-style-type: none"> ◦ Begin to demonstrate letter formation in “writing.” 	✓

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• Spelling	
◦ Scribble familiar words with mock letters and some actual letters (e.g., love, Mom, child's name)	
• Punctuation and Capitalization	
◦ Indicate an awareness of letters that cluster as words, words in phrases or sentences by use of spacing, symbols or marks.	
Research	
• Research	
◦ Ask questions about experiences, areas of interest, pictures, letters, words, logos or icons (e.g., EXIT on a sign, in the grocery store).	✓
◦ Use a variety of resources to gather information with assistance (e.g., Pictionary, informational picture books).	✓
◦ Recall information about a topic dictated or constructed by child.	✓
◦ Share findings of information through retelling, media and play (e.g., draw a picture of the desert).	✓
Communication: Oral and Visual	
• Listening and Viewing	
◦ Attend to speakers, stories, poems and songs.	✓
◦ Connect information and events to personal experiences by sharing or commenting.	✓
◦ Follow simple oral directions.	✓
• Speaking Skills and Strategies	
◦ Speak clearly and understandable to express ideas, feelings and needs.	✓
◦ Initiate and sustain a conversation through turn taking.	✓



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• Speaking Applications	
◦ Present own experiences, products, creations or writing through the use of language (e.g., share and talk about a drawing with others).	✓
◦ Participate in the recitation of books, poems, chants, songs and nursery rhymes (e.g., Little Miss Muffet).	

Developmental/Content Area: Mathematics

Ohio Early Learning Standard	iStartSmart™
Number, Number Sense and Operations	
• Number and Number Sense	
◦ Count to 10 in the context of daily activities and play (e.g., number songs)	✓
◦ Touch objects and say the number names when counting in the context of daily activities and play (e.g., cookies on a plate, steps on a set of stairs).	✓
◦ Demonstrate one-to-one correspondence when counting objects (e.g., give one cookie to each child in group).	✓
◦ Determine “how many” in sets of 5 or fewer objects.	✓
◦ Construct two sets of objects, each containing the same number of objects (e.g., 5 crayons and 5 blocks).	✓
◦ Compare sets of equal, more, and fewer and use the language of comparison (e.g., equal, more and fewer)	✓
◦ Group and regroup a given set in the context of daily activities and play (e.g., 5 blocks can be 2 blocks and 3 green or 1 blue and 4 green).	✓
◦ Represent quantity using invented forms (e.g., child’s marks to represent a quantity of objects).	
◦ Write numerical representations (e.g., scribbles, reversals) or numerals in meaningful context (e.g., play situations).	✓



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Ohio Early Learning Standard	iStartSmart™
<ul style="list-style-type: none"> Identify and name numerals 0-9. 	✓
<ul style="list-style-type: none"> Compare and order whole numbers up to 5. 	✓
<ul style="list-style-type: none"> Identify penny, nickel, dime and quarter and recognize that coins have different values. 	
• Meaning of Operations	
<ul style="list-style-type: none"> Construct sets with more or fewer objects than a given set. 	✓
<ul style="list-style-type: none"> Count on (forward) using objects such as cards, number cubes or dominoes that have familiar dot patterns (e.g., when selecting 5 apples from a bag, takes out two and continues counting 3, 4, 5). 	
<ul style="list-style-type: none"> Join two sets of objects to make one large set in the context of daily routines and play (e.g., combining 2 bags of raisins, each containing 3 pieces; combining 2 groups of blocks, each containing 3 blocks). 	✓
<ul style="list-style-type: none"> Equally distribute a set of objects into 2 or more smaller sets (e.g., shares 6 crackers with 3 friends equally). 	
Measurement	
• Measurement Units	
<ul style="list-style-type: none"> Begin to identify and use the language of units of time. For example: <ul style="list-style-type: none"> Day, night, week; Yesterday, today, tomorrow. 	
• Use Measurement Techniques and Tools	
<ul style="list-style-type: none"> Recognize that various devices measure time (e.g., clock, timer, calendar). 	
<ul style="list-style-type: none"> Sequence or order events in the context of daily activities and play (e.g., wash your hands before and after snacks, who's next for the computer). 	
<ul style="list-style-type: none"> Begin to use terms to compare the attributes of objects (e.g., bigger, smaller, lighter, heavier, taller, shorter, more and less). 	✓
<ul style="list-style-type: none"> Order a set of objects according to size, weight or length (e.g., cups of different sizes). 	✓

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Developmental/Content Area: Mathematics

Ohio Early Learning Standard	iStartSmart™
<ul style="list-style-type: none"> ◦ Measure length and volume (capacity) using non-standard units of measure (e.g., how many paper clips long is a pencil, how many small containers does it take to fill one big container using sand, rice or beans). 	
Geometry and Spatial Sense	
• Characteristics and Properties	
<ul style="list-style-type: none"> ◦ Match identical two-and-three-dimensional objects found in the environment in play situations (e.g., 2 squares of same size, 2 stop signs). 	
<ul style="list-style-type: none"> ◦ Sort and classify similar two- and three- dimensional objects in the environment and play situations (e.g., paper shapes, 2 balls of different size). 	✓
<ul style="list-style-type: none"> ◦ Identify, name, create and describe common two-dimensional shapes in the environment and play situations (e.g., circles, triangles, rectangles and squares). 	✓
<ul style="list-style-type: none"> ◦ Identify, name and describe three-dimensional objects using the child’s own vocabulary (e.g., sphere – “ball,” cube – “box,” cylinder – “tube,” and cone – “ice cream cone”). 	
• Spatial Relationships	
<ul style="list-style-type: none"> ◦ Demonstrate and begin to use the language of relative position of objects in the environment and play situations (e.g., up, down, over, under, top, bottom, inside, outside, in front, behind, between, next to, right side up and upside down). 	✓
Patterns, Functions and Algebra	
• Use Patterns, Relations and Functions	
<ul style="list-style-type: none"> ◦ Sort, order and classify objects by one attribute (e.g., size, color, shape, use). 	✓
<ul style="list-style-type: none"> ◦ Identify, copy, extend and create simple patterns or sequences of sounds, shapes and motions in the context of daily activities and play (e.g., creates red, blue, red, blue, pattern with blocks). 	
• Use Algebraic Representations	
<ul style="list-style-type: none"> ◦ Use play, physical materials or drawings to model a simple problem (e.g., There are 6 cookies to be shared by 3 children. How many cookies can each child receive?). 	

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Developmental/Content Area: Mathematics

Ohio Early Learning Standard	iStartSmart™
Data Analysis and Probability	
• Data Collection	
◦ Gather, sort and compare objects by similarities and differences in the context of daily activities and play (e.g., leaves, nuts, socks).	✓
◦ Place information or objects in a floor or table graph according to one attribute (e.g., size, color, shape or quantity).	
• Statistical Methods	
◦ Select the category or categories that have the most or fewest objects in a floor or table graph (e.g., favorite ice cream).	

Developmental/Content Area: Science

Ohio Early Learning Standard	iStartSmart™
Earth and Space Sciences	
• The Universe	
◦ Begin to use terms such as night and day, sun and moon to describe personal observations.	
◦ Observe and represent the pattern of day and night through play, art materials or conversation.	
• Processes that Shape the Earth	
◦ Observe, explore and compare changes that animals and plants contribute to in their surroundings (e.g., humans building roads and houses, holes left by worms or squirrels).	
◦ Explore and compare changes in the environment over time (e.g., soil erosion, fossils, outdoor temperature).	
◦ Explore how their actions may cause changes in the environment that are sometimes reversible (e.g., hand in flowing water changes the current) and sometimes irreversible (e.g., rock dropped that breaks).	

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Developmental/Content Area: Science

Ohio Early Learning Standard	iStartSmart™
<ul style="list-style-type: none"> Demonstrate understanding of fast and slow relative to time, motion and phenomena (e.g., ice melting, soil eroding, and water running quickly down a steep hill compared to running slowly down a gentle hill). 	
<ul style="list-style-type: none"> Observe and use language or drawings to describe changes in the weather (e.g., sunny to cloudy day). 	
Physical Sciences	
• Nature of Matter	
<ul style="list-style-type: none"> Explore and identify parts and wholes of familiar objects (e.g., books, toys, furniture). 	
<ul style="list-style-type: none"> Explore and compare materials that provide many different sensory experiences (e.g., sand, water, wood). 	
<ul style="list-style-type: none"> Sort familiar objects by one or more property (e.g., size, shape, function). 	✓
• Forces and Motion	
<ul style="list-style-type: none"> Demonstrate understanding of motion related words (e.g., up, down, fast, slow, rolling, jumping, backward, forward). 	
<ul style="list-style-type: none"> Explore ways of moving objects in different ways (e.g., pushing, pulling, kicking, rolling, throwing, dropping). 	
• Nature of Energy	
<ul style="list-style-type: none"> Explore musical instruments and objects and manipulate one's own voice to recognize the changes in the quality of sound (e.g., talks about loud, soft, high, low, fast, slow). 	
<ul style="list-style-type: none"> Explore familiar sources of the range of colors and the quality of light in the environment (e.g., prism, rainbow, sun, shadow). 	
Life Science	
• Characteristics and Structure of Life	
<ul style="list-style-type: none"> Identify common needs (e.g., food, air, water) of familiar living things. 	
<ul style="list-style-type: none"> Begin to differentiate between real and pretend through stories, illustrations, play and other media (e.g., talking flowers or animals). 	✓

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Ohio Early Learning Standard	iStartSmart™
<ul style="list-style-type: none"> • Diversity and Interdependence of Life 	
<ul style="list-style-type: none"> ◦ Observe and begin to recognize the ways that environments support life by meeting the unique needs of each organism (e.g., plant/soil, birds/air, fish/water) 	✓
<ul style="list-style-type: none"> • Heredity 	
<ul style="list-style-type: none"> ◦ Match familiar adult family members, plants and animals with their young (e.g., horse/colt, cow/calf). 	
<ul style="list-style-type: none"> ◦ Recognize physical differences among the same class of people, plants or animals (e.g., dogs come in many sizes and colors). 	
Scientific Inquiry	
<ul style="list-style-type: none"> • Doing Scientific Inquiry 	
<ul style="list-style-type: none"> ◦ Ask questions about objects, organisms and events in their environment during shared stories, conversations and play (e.g., ask about how worms eat). 	
<ul style="list-style-type: none"> ◦ Show interest in investigating unfamiliar objects, organisms and phenomena during shared stories, conversations and play (e.g., “Where does hail come from?”) 	
<ul style="list-style-type: none"> ◦ Predict what will happen next based on previous experiences (e.g., when a glass falls off the table and hits the tile floor, it most likely will break). 	
<ul style="list-style-type: none"> ◦ Investigate natural laws acting upon objects, events and organisms (e.g., repeatedly dropping objects to observe the laws of gravity, observing the life cycle of insects). 	
<ul style="list-style-type: none"> ◦ Use one or more senses to observe and learn about objects, organisms and phenomena for a purpose (e.g., to record, classify, compare, talk about). 	
<ul style="list-style-type: none"> ◦ Explore objects, organisms and events using simple equipment (e.g., magnets and magnifiers, standard and non-standard measuring tools). 	
<ul style="list-style-type: none"> ◦ Begin to make comparisons between objects or organisms based on their characteristics (e.g., animals with four legs, smooth and rough rocks). 	
<ul style="list-style-type: none"> ◦ Record or represent and communicate observations and findings through a variety of methods (e.g., pictures, words, graphs, dramatizations) with assistance. 	

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Developmental/Content Area: Science

Ohio Early Learning Standard	iStartSmart™
Science and Technology	
• Understanding Technology	
◦ Identify the intended purpose of familiar tools (e.g., scissors, hammer, paintbrush, cookie cutter).	✓
◦ Explore new uses for familiar materials through play, art or drama (e.g., paper towel rolls as kazoo's, pan for a hat).	✓
• Abilities to do Technological Design	
◦ Use familiar objects to accomplish a purpose, complete a task or solve a problem (e.g., using scissors to create paper tickets for a puppet show, creating a ramp for a toy truck).	
◦ Demonstrate the safe use of tools, such as scissors, hammers, writing utensils, with adult guidance.	✓
Scientific Ways of Knowing	
• Nature of Science	
◦ Offer ideas and explanations (through drawings, emergent writing, conversation, movement) of objects, organisms and phenomena, which may be correct or incorrect.	
• Ethical Practices	
◦ Recognize the difference between helpful and harmful actions toward living things (e.g., watering or not watering plants).	✓
• Science and Society	
◦ Participate in simple, spontaneous scientific explorations with others (e.g., digging to the bottom of the sandbox, testing materials that sink or float).	

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Developmental/Content Area: Social Studies

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History	
• Chronology	
◦ Begin to use the language of time (e.g., day, night, yesterday, today, and tomorrow).	
◦ Label days by function (e.g., school day, stay home day, swim day, field trip day)	
◦ Begin to use or respond to the language of time such as next, before, soon, after, now and later as related to daily schedules and routines.	
• Daily Life	
◦ Share episodes of personal history from birth to present through personal memorabilia or connected to stories.	
◦ Arrange sequence of personal and shared events through pictures, growth charts and other media.	
• Heritage	
◦ Share personal family stories and traditions (e.g., photo album put together by family members).	
People in Societies	
• Cultures	
◦ Develop a sense of belonging to different groups (e.g., family, group of friends, preschool class, boys or girls).	✓
◦ Demonstrate awareness of different cultures through exploration of family customs and traditions (e.g., exploration of music, food, games, language, dress).	
Geography	
• Location	
◦ Demonstrate and use terms related to location, direction and distance (e.g., up, down, over, under, front, back, here, there).	✓

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<ul style="list-style-type: none"> ◦ Demonstrate the ways that streets and buildings can be identified by symbols, such as letters, numbers or logos (e.g., street signs, addresses). 	
<ul style="list-style-type: none"> ◦ Demonstrate how maps can be useful to finding places (e.g., streets, homes, places to visit). 	
• Places and Regions	
<ul style="list-style-type: none"> ◦ Navigate within familiar environments, such as home, neighborhood or school, under supervision. 	
<ul style="list-style-type: none"> ◦ Describe and represent the inside and outside of familiar environments such as home and school (e.g., playground). 	
<ul style="list-style-type: none"> ◦ Recognize and name the immediate surroundings of home (e.g., homes, buildings, bridges, hills, woods, lakes) following supervised explorations. 	
• Human Environmental Interaction	
<ul style="list-style-type: none"> ◦ Explore the ways we use natural resources found in our environment (e.g., water to drink, dirt to plant) 	✓
Economics	
• Scarcity and Resource Allocation	
<ul style="list-style-type: none"> ◦ Recognize that people have many wants within the context of family and classroom. 	
<ul style="list-style-type: none"> ◦ Understand how sharing classroom materials will meet everyone's wants (e.g., turn taking at the water table, distributing crayons equitably). 	
• Production, Distribution	
<ul style="list-style-type: none"> ◦ Demonstrate an understanding of the concepts of production, distribution and consumption through play (e.g., food from the farm to the grocery store) and concrete experiences (e.g., food purchased from the store and cooked at home) 	
<ul style="list-style-type: none"> ◦ Obtain things they want (e.g., goods and services) in socially acceptable ways (e.g., verbalizing, turn taking). 	✓

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Government	
• Role of Government	
◦ Interact with and respond to guidance and assistance in socially accepted ways from familiar adults at school and home (e.g., responds to redirection, invites others to play).	✓
◦ Interact with familiar and appropriate adults for assistance when needed (e.g., family member, teacher, police, and firefighter).	✓
◦ Demonstrate an understanding of the specific roles and responsibilities within a group (e.g., picking up own toys).	✓
◦ Recognize the flag of the United States as a symbol of our government.	
• Rules and Laws	
◦ Participant in creating and following classroom rules and routines.	
Citizenship Rights and Responsibilities	
• Participation	
◦ Demonstrate cooperative behaviors, such as helping, turn taking, sharing, comforting and compromising.	✓
◦ Engage in problem-solving behavior with diminishing support from adults (e.g., negotiating roles in play, turn taking).	✓
• Rights and Responsibilities	
◦ Demonstrate increasing ability to make independent choices and follow through on plans (e.g., putting toys away, moving from activity to activity).	✓
◦ Demonstrate awareness of the outcomes of one's own choices (e.g., picking up toys helps create a safe environment).	✓

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Social Studies Skills and Methods	
• Obtaining Information	
◦ Gain information through participation in experiences with objects, media, books and engaging in conversations with peers.	✓
• Thinking and Organizing	
◦ Begin to make predictions (e.g., guess whether other countries around the world celebrate birthdays).	✓
• Communicating Information	
◦ Represent ideas through multiple forms of languages and expression (e.g., drawing, dramatic play, conversation, art media, music, movement, emergent writing).	✓