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

Developmental/Content Area: Approaches to Learning Through Play: Constructing, Organizing and Applying Knowledge

Pennsylvania Early Learning Standard	iStartSmart™
15.1: CONSTRUCTING AND GATHERING KNOWLEDGE – Children actively construct knowledge through routines, play, practice and language. They observe others and their environment, use their senses to manipulate objects and materials and develop their own individualized approach to learning.	
15.1.1 CURIOSITY AND INITIATIVE	
• **Show interest in a growing range of topics, ideas and tasks.** For example: 　• Show an interest in the outcome of stories and guess what might happen next 　• Demonstrate interest in new materials that are introduced into the classroom	✔
• **Utilize all available senses to explore and learn from the environment.**	
• **Ask questions for clarification and to seek meaningful information.** For example: 　• Ask questions to understand something, such as, "how does that work?" 　• Look at another's painting or drawing and ask, "what's that?"	✔
• **Show interest and interact with others about their work or actions.** For example: 　• Watch others play and ask to join in	✔
15.1.2 RISK TAKING	
• **Demonstrate an increased willingness to participate in both familiar and new experiences.** For example: 　• Participate in a new song or circle time activity 　• Try to walk across a balance beam after an adult explains the proper technique 　• Try a new type of playdoh that has been introduced	✔
• **Differentiate between appropriate and inappropriate methods for learning information.** For example: 　• Understand that jumping from a high wall is a dangerous way to discover its height 　• Explain that pulling off a doll's arm is an inappropriate strategy for learning how it is put together	

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Developmental/Content Area: Approaches to Learning Through Play: Constructing, Organizing and Applying Knowledge

Pennsylvania Early Learning Standard	iStartSmart™
15.1.3 STAGES OF PLAY	
• **Engage in simple games with rules.** For example: • Play Lotto or Candyland with teacher support	✔
• **Use materials and objects to represent other objects.** For example: • Use a stick to represent a magic wand	

• **Engage in complex play sequences that may be continued over several days.** For example:
  • Build a road with blocks and run cars across it saying it's a speedway
  • Join others in play such as acting out a doctor's office scenario using dolls as sick children over several days
	✔

15.2: ORGANIZING AND UNDERSTANDING INFORMATION – Children learn to organize complex information and thoughts into small steps and goals. They develop plans for completing tasks by establishing goals and carrying out plans to meet those goals.	
15.2.1 ENGAGEMENT, ATTENTION AND PERSISTENCE	

• **Attend and follow through on adults' one or two step directions.** For example:
  • Listen to instructions and perform two step task such as "go to your cubby and get your coat."
  • Attend by watching and listening to an adult's direction on how to approach a task and follow through, such as "hold the paper this way and then rip at the top."
	✔

• **Initiate and extend activities.** For example: • Begin an activity and invite peers to join or offer suggestions for the direction of an activity	✔
• **Complete short tasks, activities, projects and experiences from beginning to end independently.** For example: • Put together a 9-12 piece puzzle independently	✔
• **Work towards completing task despite interruptions or classroom disruptions.** For example: • Follow an adult's suggestion for completing a task or solving a problem, such as "hold the bottom of the cup when you pour."	✔

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Pennsylvania Early Learning Standard	iStartSmart™
15.2.2 TASK ANALYSIS	
• **Test objects to determine their purpose.** For example: • Use trial and error to find the puzzle piece that fits or the shape that fits into the shape sorter	✔
• **Explain a routine sequence to another.** For example: • Identify the sequence of events in a story • Explain to a new student what happens next during the day	✔
• **Break simple tasks into steps and complete them one at a time.** For example: • Explain what needs to happen first in order to complete a specific task or activity	✔
15.2.4 REASONING AND PROBLEM SOLVING	
• **Try different ways to complete a task.** For example: • Try new ways to accomplish a familiar task • Use familiar materials to create something new such as using play dough to make a road for small cars or fold paper to make a book	✔
• **Attempt to accomplish a difficult task on own.** For example: • Attempt to complete a task in more than one way before asking for help	✔

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Developmental/Content Area: Approaches to Learning Through Play: Constructing, Organizing and Applying Knowledge

Pennsylvania Early Learning Standard	iStartSmart™
15.3: APPLYING KNOWLEDGE – Children extend their understanding when they think creatively about new ideas in the context of past experiences and knowledge.	
15.3.1 CREATIVITY, FLEXIBILITY AND INVENTION	
• **Use both observation and imitation to understand information.** For example: 　• Experiment with ways to put blocks together to keep them from falling 　• Imitate teacher's expressions or intonations during a song, story or finger play	✔
• **Use music, art and stories to express ideas and feelings.** For example: 　• Act out different roles or characters from a story 　• Gallop like horses or slither like snakes to music that suggest these actions	✔
• **Use materials in unique ways to represent other things.** For example: 　• Use a tool to achieve a purpose similar to one already accomplished, such as using the scale to "measure" teddy bears because it was used last week to "measure" acorns	
• **Try several ways to complete a task.** For example: 　• Use a proven strategy to accomplish a new task, such as using a pencil sharpener to sharpen a point onto a crayon 　• Combine legos, unit blocks and wood signs to make a neighborhood with roads, houses and people	✔
• **Produce and explain the purpose for a new creation.** For example: 　• Roll paper into a tube to act as a megaphone, explaining "I am making my voice louder." 　• Try a new role in the dramatic play area that is suggested by another kid 　• With teacher guidance, provide ideas for re-writing familiar stories such as the Three Billy Goats Gruff into the Three Blond Hair Kids	

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Developmental/Content Area: Approaches to Learning Through Play: Constructing, Organizing and Applying Knowledge

Pennsylvania Early Learning Standard	iStartSmart™
15.4: LEARNING THROUGH EXPERIENCE – Each child's biological make-up, family, history and learning style provide the important context in which learning is constructed.	
15.4.1 HOME-SCHOOL IDENTITY	
• **Demonstrate culture and home experiences during play.** For example: • Ask for additional help to master a skill or task that was begun at home such as buttoning a shirt	

• **Relate home or outside-learned knowledge to school experiences.** For example:
  • Identify new skills or tasks that were learned or practiced at home such as "Mommy taught me how to tie my shoe."
  • Explain that watching TV or walking around without shoes are home activities and that different rules apply at school
  • Demonstrate a forward roll that was learned during a weekend gymnastics class	

• **Understand that appropriate activities and events may differ from home to school.** For example: • Ask parents to continue school activities when they get home, such as "Can we read this book when we get home?"	
15.4.1 HOME-SCHOOL IDENTITY	
• **Understand how behavior may impact other's response to action.** For example: • Say "uh-oh" when doing something wrong	✔

• **Understand who or where there is help when needed.** For example:
  • Tell teacher when s/he is feeling scared or apprehensive about a particular task
  • Accept teacher's or others' ideas about new strategies to complete a project when the original attempt does not work
	✔

• **Attempt problem solving activities to achieve a positive outcome,** For example:
  • Identify activities to complete that are achievable, not too hard or too easy
  • Strive to correct his/her own mistakes
  • Show interest in attempting new tasks
	✔

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Pennsylvania Early Learning Standard	iStartSmart™
15.4.3 CULTURE	

• **Show pride in belonging to a family unit.** For example:
  • Talk about a newborn brother and sister
  • Describe the adults and their roles in their home	

• **Show understanding that family structures may differ from one family to another.** For example: • Ask another child if s/he has a grandma that lives with him/her	

• **Explore unusual materials that represent other cultures.** For example:
  • Use multicultural crayons to depict skin coloring when making self portrait and compare it to others' colors and portraits
  • Help the teacher learn useful classroom phrases from a home language	

• **Demonstrate awareness of some physical differences among children.** For example:
  • Show interest in adaptive devices, such as a wheelchair or feeding tube and how they help children
  • Offer support or help to a child with a disability	

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

Developmental/Content Area:
Creative Thinking and Expression: Communicating Through Arts

Pennsylvania Early Learning Standard	iStartSmart™
9.1a: PRODUCTION AND PERFORMANCE: MUSIC AND MOVEMENT – Music can be used to express and initiate aesthetic and physical responses.	
9.1a1 AESTHETIC RESPONSE	
• **Respond to different forms of music and dance through participation and discussion.** For example: • Participate in teacher-guided music and movement activities • Sing familiar songs, chants, and finger plays • Dance to different types of music such as jazz, classical, ethnic	
• **Practice rhythms in different forms of music and dance.** For example: • Send a message using a drum beat • Talk about music and movement experiences • Initiate movement and music activities (select musical instruments during free choice time or spontaneously sing songs)	
9.1a.2 EXPLORATION	
• **Use instruments to accompany music or songs.** For example: • Explore rhythm instruments from different cultures • Use rhythm instruments as intended • Select the music and movement area during free choice	
9.1a.3 CREATION	
• **Use imagination and creativity or express self through music and dance.** For example: • Improvise songs and rhythmic patterns • Change words or tone of familiar songs to make new songs	
• **Use body to represent form in space.** For example: • Use dance steps and styles to respond to music • Represent finger plays or stories using body such as imitating a seed growing into a flower	

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

Developmental/Content Area:
Creative Thinking and Expression: Communicating Through Arts

Pennsylvania Early Learning Standard	iStartSmart™
9.1b: PRODUCTION AND PERFORMANCE: DRAMATIC AND PERFORMANCE PLAY – Dramatic and performance play is a way to act out reality and fantasy and to solve problems.	
9.1b.1 DRAMATIC EXPRESSION	
• **Use nonconforming objects to create representations of real life objects or activities.** For example: • Imitate roles of people, animals or objects observed in the child's life experiences	
• **Represent fantasy and real-life experiences through pretend play.** For example: • Participate with other children in dramatic play situations (mother and baby, doctor and patient) • Change play based on suggestions and questions by adults • Repeat similar play scenarios	
• **Use pretend play to represent known or anticipated situations.** For example: • Use props or costumes during dramatic play • Create props from available materials either realistic or symbolic (stick becomes a wand)	
9.1b.2 PERFORMANCE	
• **Create various voice inflections and facial expressions in play.** For example: • Change voice inflection when recreating various characters • Direct peers or follow peers' instructions about dramatic play schemes	
• **Recreate dramatic play experiences for an audience.** For example: • Act out stories with the guidance of the adult	
9.1c: PRODUCTION AND PERFORMANCE: VISUAL ARTS – Visual arts allows individual expression of interests, abilities and knowledge.	
9.1c.1 REPRESENTATION	
• **Represent experiences, thoughts and ideas through visual arts.** For example: • Use a growing number of details and make more realistic representations • Choose different art materials to represent different types of thoughts or feelings	

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Developmental/Content Area:
Creative Thinking and Expression: Communicating Through Arts

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9.1c.2 CONSTRUCTION	

• **Combine a variety of materials to create new products.** For example:
  • Use a variety of materials: chalk, paint, crayons, pencils, markers, wood, playdoh
  • Draw art work to explore and extend themes in the classroom
  • Use line, shape, form, color, texture, design and patterns
  • Draw a picture using different colors, varying the intensity of strokes and combining colors Manipulate materials in a variety of ways: pounding, squeezing, cutting, rolling
  • Use art material to create art without a model
  • Choose to work with art materials during free choice time	

9.1c.3 PERSONAL CONNECTIONS	

• **Share how artwork is connected to own personal experience.** For example:
  • Talk about the meaning and answer questions about works of art
  • Draw / paint a picture of a pet or family member
	✔

9.2: HISTORICAL AND CULTURAL CONTEXT OF WORKS IN THE ARTS – Every culture has its own art forms.	
9.2.1 PATTERNS AND THEMES	

• **Identify cultures represented by various art forms.** For example:
  • Explain that instruments or art forms represent a culture
  • Identify the culture of an art form	

9.3: CRITICAL RESPONSE TO WORKS OF ART – People use characteristics of art to make choices about the types they prefer.	
9.3.1 CRITICAL RESPONSE	

• **Share an opinion about others' art products.** For example:
  • Observe, applaud or comment on the works of others
  • Share an opinion about art work when asked, "What do you think this is about?"
	✔

9.3.2 IDENTIFICATION	
• **Recognize and name a variety of art forms.** For example: • Identify a photo, painting, drawing, dance, songs, etc.	

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Developmental/Content Area:
Creative Thinking and Expression: Communicating Through Arts

Pennsylvania Early Learning Standard	iStartSmart™
9.4: AESTHETIC RESPONSE TO WORKS IN THE ARTS – Artists create works as a form of self-expression and to share thoughts and ideas.	
9.4.1 EMOTIONAL RESPONSE	
• **Demonstrate emotional response to viewing or creating various art works.** For example: • Respond through body language, facial expression or oral language • Respond through humming, swaying, tapping foot to other's work • Respond at appropriate times (laugh, sigh) at others' performance	
9.3.2 IDENTIFICATION	
• **Recognize and name a variety of art forms.** For example: • Identify a photo, painting, drawing, dance, songs, etc.	

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

Developmental/Content Area: Mathematical Thinking and Technology: Exploring, Processing and Problem Solving

Pennsylvania Early Learning Standard	iStartSmart™
2.1: NUMBERS, NUMBER SYSTEMS AND NUMBER RELATIONSHIPS – Mathematical knowledge is built through active manipulation in the area of numbers and operations by organizing, representing and comparing numbers.	
2.1.1 COUNT AND COMPARE NUMBERS	
• **Use counting and numbers as part of play and as a means for determining quantity.** For example: • Use fingers to represent numbers when counting • Count blocks in a structure made in the block area	✔
• **Rote count to 20.** For example: • Practice rote counting to 20	✔
• **Count up to 10 objects using one to one correspondence.** For example: • Count and match up to 10 demonstrating one to one correspondence (napkins to child; papers to child; snack to child)	✔
• **Name numerals to 10.** For example: • Provide a name for some numerals when shown	✔
• **Use vocabulary to compare numbers of objects with teacher support.** For example: • Use math vocabulary with teacher support • Compare number of objects in sets • Create sets of objects with the same and different amounts • Apply numbers and counting to daily routine (count number holding up hands, children in attendance)	✔
2.1.2 REPRESENT NUMBERS IN EQUIVALENT FORMS	
• **Understand number concepts, vocabulary, quantities and written numerals in meaningful ways.** For example: • Represent quantity using invented forms (tally marks to represent number of objects) • Match numerals to sets of objects with same number	✔
• **Differentiate numerals from letters.** For example: • Choose numeral from choice of numerals and letters (set of 3 numbers and one letter)	✔

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

Developmental/Content Area: Mathematical Thinking and Technology: Exploring, Processing and Problem Solving

Pennsylvania Early Learning Standard	iStartSmart™
2.1.3 CONCEPTS OF NUMBERS AND RELATIONSHIPS	
• **Practice combining, separating and naming quantities.** For example: • Use concrete objects to represent quantities up to and including 5 • Represent equivalent forms of the same number using concrete objects and drawings up to and including 5	✔
• **Match a numeral to a set of 0 to 5.** For example: • Group objects into equal groups	✔
• **Use ordinal number words to describe the position of objects (first, second, last).** For example: • Group objects and count the number of groups	✔
2.1.6 CONCEPTS AND APPLICATIONS OF OPERATIONS	
• **Solve oral word problems using concrete objects with assistance.** For example: • Practice counting on from sets of 1 – 10 (one…two…three)	✔
• **Visually quantify one to three objects.** For example: • Separate two sets of objects (3 blocks separated into a set of 2 and a set of 1)	✔
• **Sort objects by two or more attributes.** For example: • Join two sets of objects • Group objects by attributes	✔
• **Identify properties of numbers.** For example: • Match a numeral to a set of 1 – 5 objects	✔
• **Apply strategies of "counting on."** For example: • Practice attaching properties to numbers (10 – 5 and 5; 10 has a 1 and a 0)	✔

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

Developmental/Content Area: Mathematical Thinking and Technology: Exploring, Processing and Problem Solving

Pennsylvania Early Learning Standard	iStartSmart™
2.2: COMPUTATION AND ESTIMATION – Students link concepts and procedures as they develop and use computational techniques, including estimation and mental arithmetic, to seek reasonable answers.	
2.2.1 FLUENCY IN BASIC FACTS	
• **Observe adult reading number sentences created with manipulatives.** For example: • Watch as adult points to a set of manipulatives to read number sentence such as 1 circle + 1 circle = 2 circles	
2.2.2 COMPUTATION	

• **Solve problems using manipulatives to correspond to given number 1 to 6.** For example:
  • Use counters to make sets up to 6
  • Group objects and counts number of groups
  • Combine and separate objects into groups
	✔

2.2.4 NUMERICAL ESTIMATION	

• **Make estimates of a set of objects up to 6.** For example:
  • Solve problems by guessing and checking, using concrete objects (figures out how many napkins are needed for snack)
  • Solve problems through trial and error	

• **Practice checking estimates.** For example:
  • Check estimate by counting the number of objects
  • Use numbers when guessing amounts	

2.3: MEASUREMENT AND ESTIMATION – Learners will identify attributes, units or systems of measurement and apply a variety of tools to explore the distance, weight, length, height, time and temperature of objects.	
2.3.1 CONCEPTS OF MEASUREMENT	

• **Practice measuring attributes.** For example:
  • Select non-standard items to measure objects (hands, shoe lengths, yarn and blocks)
  • Identify clocks for telling time, thermometers for telling temperature
	✔

• **Engage in number conservation experiences.** For example:
  • Label times of day as morning and night
  • Match and compare objects of similar size as a beginning understanding of number conservation	

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Developmental/Content Area: Mathematical Thinking and Technology: Exploring, Processing and Problem Solving

Pennsylvania Early Learning Standard	iStartSmart™
2.3.2 UNITS AND TOOLS OF MEASUREMENT	
• **Practice using standard and non-standard measures in everyday situations.** For example: • Use standard measuring items to explore measurement with adult assistance (ruler, yardstick, measuring tape, height charts measuring objects in the classroom) • Describe the daily routine (e.g. what happens first, before lunch, after lunch, at the end of the day)	
2.3.4 CONVERSATIONS	
• **Group objects according to common properties.** For example: • Compare and order objects on the basis of length, capacity, height and weight	✔
• **Develop an awareness of seriating through comparison of attributes.**	✔
2.3.6 MEASUREMENT AND ESTIMATION	
• **Practice using measurement vocabulary with adult support.** For example: • Practice using the terms inches, feet, longer, shorter, o'clock with adult assistance • Use measuring cups and spoons during cooking activities	✔
• **Practice estimating distance with adult assistance.** For example: • Guess how many steps to…the door, the hallway, the library	
2.4: MATHEMATICAL REASONING AND CONNECTIONS – Learners use inductive and deductive reasoning to make, check and verify predictions and to develop connections.	
2.4.1 REASONING	
• **Predict and verify use of environmental objects.** For example: • Practice analyzing the size of containers and objects inside them to decide which one to use to hold specific objects or number of objects	

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Developmental/Content Area: Mathematical Thinking and Technology: Exploring, Processing and Problem Solving

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2.5: MATHEMATICAL PROBLEM SOLVING AND COMMUNICATION – Learners solve and interpret results in various ways.	
2.5.1 PROBLEM SOLVING	
• **Use both familiar and new strategies for solving problems.** For example: • Ask questions to clarify problems • Solve problems by guessing and checking • Identify and think about possible solutions to solve daily problems • Begin to describe the steps necessary to solve a problem	✔
• **Recognize objects, places and ideas by symbols.** For example: • Recognize which is the men's room and which is the women's room by the symbols on the outside doors.	✔
2.5.2 COMMUNICATION	
• **Communicate the findings from the problem solving process using math vocabulary.** For example: • Practice using math vocabulary to describe process of solving problems • Ask questions about problem solving process	✔
• **Use pictures to replicate a process.** For example: • Create pictures to demonstrate a problem • Practice explaining solutions using classroom materials, such as pictures, graphs, oral presentation and other visual displays	✔
2.6: STATISTICS AND DATA ANALYSIS – Learners collect, represent and analyze data to answer questions, solve problems and make predictions.	
2.6.1 COLLECTION OF DATA	
• **Use environmental objects for data collection purposes.** For example: • Use collected objects and create a graph with the class (green apples, red apples, yellow apples; Velcro shoes, tie shoes)	
• **Create graphs cooperatively with an adult and/or other children.** For example: • Make tally marks under yes or no on a clipboard while doing a survey of what the group prefers for snack • Participate in group graphing activities by adding his/her input to a class graph	

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Developmental/Content Area: Mathematical Thinking and Technology: Exploring, Processing and Problem Solving

Pennsylvania Early Learning Standard	iStartSmart™
2.6.2 ORGANIZATION AND DISPLAY OF DATA	
• **Organize and display objects by one attribute.** For example: 　• Explore and display data by answering a yes/no question 　• Organize and display data using pictures or tallies	
2.6.3 NUMERICAL SUMMARIES	
• **Compare groups of one to five objects.** For example: 　• Compare data on graph using vocabulary such as more, same, different 　• Sort legos or other small blocks by color, stating, "these are the red blocks and these are the yellow ones" 　• Count the number of sunny days on the weather chart	✔
2.6.5 INTERPRETATION OF DATA	
• **Draw conclusions with adult guidance and questioning.** For example: 　• Draw conclusions from data charts and graphs with adult assistance (this chart shows 3 red apples and 2 green apples; therefore there are more red apples than green apples; I would need one more green apple to have the same number of red and green) 　• Participate in discussions using information from graphs and charts	
2.7: PROBABILITY AND PREDICTIONS – Learners develop and evaluate predictions that are based on knowledge and data.	
2.7.1 CALCULATE PROBABILITIES	
• **Predict the probability of an event occurring based on observation and prior knowledge with scaffolding.** For example: 　• Determine the likelihood of an event occurring based on past experience (raise my hand to answer question, will get called upon; shout out, will be reprimanded; 5 follows 4 when rote counting, therefore 5 follows 4 when counting objects; dark clouds usually mean rainy day, not sunny)	
2.7.3 REPRESENTATIONS OF PROBABILITIES	
• **Complete a simple yes/no graph to make a selection with assistance.** For example: 　• Circle the response to a written question such as "do you like apples? Yes or no" 　• Attach response to the appropriate position on a graph, such as placing name on the column that depicts blue eyes.	

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Developmental/Content Area: Mathematical Thinking and Technology: Exploring, Processing and Problem Solving

Pennsylvania Early Learning Standard	iStartSmart™
2.8: ALGEBRA AND FUNCTIONS – Learners discover how objects are related to each other using models, patterns and functions involving numbers, shapes, and graphs in problem solving situations.	
2.8.1 ALGEBRAIC PROPERTIES	
• **Compare quantities of concrete objects.** For example: • Identify how objects are the same and different in quantity, pattern, or use	✔
2.8.2 ALGEBRAIC MANIPULATIONS	
• **Practice and count using numbers as a means of determining quantity.** For example: • Count sets of objects and then verbalize how many are in the set	✔
• **Practice using concrete objects to portray simple story.** For example: • Add one or two objects to a set and tell a number story about the set	
2.8.3 PATTERNS	

• **Identify and describe patterns.** For example:
  • Identify patterns in the environment, such as the stripes on a flag
  • Clap out rhythmic patterns, such as clap-clap-snap; clap-clap-snap
	✔

• **Recognize and extend simple patterns.** For example: • Recognize and practice extending simple repeating patterns using manipulatives, such as adding a blue block to the end of a pattern – blue, white, blue, white, _____ (blue)	✔
2.9: GEOMETRY – Children identify, name and describe a variety of shapes in many ways.	
2.9.1 DEFINITIONS, PROPERTIES AND RELATIONS	
• **Identify and name simple three-dimensional shapes.** For example: • Recognize and describe the attributes of geometric figures	
• **Replicate simple three-dimensional shapes.** For example: • Match and sort dimensional objects according to attribute	

• **Determine the attributes of basic shapes.** For example:
  • Point out specific geometric figures in environment
  • Create shapes from objects in environment (e.g. playdoh, popsicle sticks)
  • Name common geometric shapes in the environment, such as the sun is a circle or the block is a square
	✔

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Developmental/Content Area: Mathematical Thinking and Technology: Exploring, Processing and Problem Solving

Pennsylvania Early Learning Standard	iStartSmart™
2.9.2 TRANSFORMATIONS AND SYMMETRY	
• **Observe symmetry.** For example: • Identify symmetrical design	
• **Create a symmetrical design from a model.** For example: • Create a symmetrical design with assistance (folded paper with blob of paint)	
2.9.3 COORDINATE GEOMETRY	
• **Practice using directionality and appropriate vocabulary with assistance.** For example: • Follow directions that use positional words (in, on, under, over, next to, between, beside, above, below, front, back)	✔

• **Demonstrate an understanding of directionality, order and positions of objects.** For example:
  • Use positional words in play (e.g. "My truck is under the table.")
  • Use geoboards to create shapes with rubber bands.
	✔

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

Developmental/Content Area:
Scientific Thinking and Technology: Exploring, Inquiry and Discovery

Pennsylvania Early Learning Standard	iStartSmart™
3.1a: BIOLOGICAL SCIENCES: LIVING AND NON-LIVING ORGANISMS – There are a variety of living and non-living things.	
3.1a.1 COMMON CHARACTERISTICS OF LIFE	

• **Recognize the difference between living and non-living things.** For example:
  • Sort objects by living and non-living such as rock to plant or dog to doll
  • Describe observations accurately	

• **Categorize common living things into plants and animals.** For example:
  • Compare observations with others
  • Sort pictures into plants and animals
  • Draw pictures of plants or animals	

• **State that living things need air, food and water to survive.** For example: • Describe basic needs of living things	
3.1a.3 LIFE CYCLES	

• **Identify that plants and animals have life cycles.** For example:
  • Observe changes in plants or animals such as beans sprouting or animals fur thickening
  • Observe the effect of darkness and light on growing plants	

3.1a.5 FORM AND FUNCTION	

• **Identify parts of living things.** For example:
  • Tell the parts of a person, an animal or a plant
  • Draw a picture of a person, an animal or plant including most of the major observable features	

3.1a.8 UNIFYING THEMES	

• **Identify that plants and animals have different kinds of parts.** For example:
  • Identify that people have legs and plants have roots
  • Describe differences and similarities in animals of the same species such as, "one cat is striped" and "Two dogs have floppy ears"	

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

Developmental/Content Area:
Scientific Thinking and Technology: Exploring, Inquiry and Discovery

Pennsylvania Early Learning Standard	iStartSmart™
3.1a.9 SCIENCE AS INQUIRY	
• **Use the five senses as tools with which to observe, classify, collect information and describe observations.** For example: • Ask questions about observations • Collect objects during nature walks • Note observations using all senses, "This feels soft" or "This flower smells pretty" • Taste a variety of foods	
3.1b: BIOLOGICAL SCIENCES: GENETICS	
3.1b.1 HEREDITY	
• **Identify similar characteristics of own family such as hair color, eye color and height.** For example: • Note things that are similar among family members when looking at photographs	
3.1b.2 REPRODUCTION	
• **Describe that seeds grow into plants, eggs hatch and babies grow into adults.** For example: • Identify how plants and animals begin and what they become • Use proper names for animal offspring such as calf rather than baby cow	
3.1B.5 UNIFYING THEMES	
• **Describe observable patterns in objects.** For example: • Identify a pattern when presented such as AB, ABC, ABCD • Notice patterns in objects, such as the stripes on shirts or the spots on a dog's fur	✔
3.1c: BIOLOGICAL SCIENCES: EVOLUTION – There are a variety of living and non-living things.	
3.1c.2 ADAPTATION	
• **Match types of clothing to seasonal weather conditions.** For example: • Match pictures of clothing to season • Dress toys and dolls for weather conditions • Choose appropriate seasonal clothing for self	
• **Identify changes that occur in animals during the seasons.** For example: • Describe that some animals, such as a bear, sleep when it gets cold • Notice that dogs' fur gets thicker in the winter	

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Developmental/Content Area:
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Pennsylvania Early Learning Standard	iStartSmart™
3.1c.3 UNIFYING THEMES	
• **Describe change in home and school environment.** For example: 　• Notice and explain changes at home such as new carpeting or a new pet 　• Notice and explain changes at school such as new materials or room arrangement	
3.1c.4 SCIENCE AS INQUIRY	
• **Discuss observations and discoveries.** For example: 　• Investigate new materials and displays 　• Ask questions about observations 　• Describe discoveries during exploration	
3.2a: PHYSICAL SCIENCES: CHEMISTRY – Physical properties help us to understand the world.	
3.2a.1 PROPERTIES OF MATTER	
• **Describe objects according to size, shape, color or properties of matter.** For example: 　• Collect leaves and sort them according to shape, color or edges 　• Describe their collection	
3.2a.2 STRUCTURE OF MATTER	
• **Recognize the different types of matter.** For example: 　• Observe experiments with solids, liquids and gases 　• Notice the different properties of matter in specific materials, such as milk is a liquid or a rock is hard and solid	
3.2a.4 REACTIONS	
• **Experiment with changes in matter.** For example: 　• Shake cream in a jar to make butter 　• Observe differences in water, such as an ice cube or snow melting and freezing	
• **Experiment with changes in substances when combined.** For example: 　• Notice changes in food substances during cooking, such as chocolate or cheese melting when heated 　• Observe what happens when water is mixed with soil 　• Add crackers to soup and talk about what happens 　• Mix colors of paint and discuss the changes	

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Pennsylvania Early Learning Standard	iStartSmart™
3.2b: PHYSICAL SCIENCES: PHYSICS – Physical properties help us to understand the world.	
3.2b.1 FORCED AND MOTION OF PARTICLES AND RIGID BODIES	

• **Explore and describe motion of toys and objects.** For example:
  • Notice the speed of a toy truck if it is pushed on carpet or hard surface
  • Notice the motion of swings and jump ropes on the playground
  • Comment about the motion of the boat as waves are created
  • Demonstrate understanding of fast, slow, back and forth	

3.2b.2 ENERGY STORAGE AND TRANSFORMATION: CONSERVATION LAWS	

• **Observe demonstrations and make predictions about basic energy types and sources.** For example:
  • Observe wind blowing or the sun melting snow
  • Create a painting using a straw to blow paint onto paper
  • Guess what might happen to a kite when the wind blows or dies down	

3.2b.4 ELECTRICAL AND MAGNETIC ENERGY	

• **Use magnets to explore and sort materials.** For example:
  • Use magnets to test many items by placing the magnet to see if it sticks
  • Sort items by magnetic and non-magnetic	

3.2b.5 NATURE OF WAVES AND SOUND	

• **Categorize and create sounds based on different attributes.** For example:
  • Listen to sounds from outside or inside and identify if it is loud, soft, high, low
  • Listen to sounds and identify the source
  • Make sounds with instruments	

3.2b.6 UNIFYING THEMES	
• **Predict a reaction based on previous experiences.** For example: • Identify items that will sink based on previous attempts	

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3.2b.7 SCIENCE AS INQUIRY	

• **Participate in scientific investigations.** For example:
  • Experiment with objects or ideas to obtain a result
  • Ask and answer questions
  • Make predictions about an outcome	

3.3a: EARTH AND SPACE SCIENCES: EARTH STRUCTURE, PROCESSING AND CYCLES – Interactions occur on earth and in space.	
3.3a.1 EARTH FEATURES AND THE PROCESS THAT CHANGE IT	

• **Identify earth forms in pictures.** For example:
  • Identify mountains, hills, and flat land in pictures
  • Create mountains or hills in the sand table
  • Notice that s/he is walking uphill or downhill during a walk	

3.3a.2 EARTH'S RESOURCES AND MATERIALS	

• **Sort different types of earth.** For example:
  • Sort earth into rocks, soil and sand
  • Use a hand lens to discover details	

3.3a.4 WATER	
• **Observe and explore water in solid and liquid states.** For example: • Play with water in the water table	

• **Identify a variety of uses for water.** For example:
  • Identify ice and explore it
  • Identify ways we use water such as drinking, washing, watering plants	

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Developmental/Content Area:
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Pennsylvania Early Learning Standard	iStartSmart™
3.3a.5 WEATHER AND CLIMATE	
• **Identify season that corresponds with observable conditions.** For example: • Name the four seasons and an observable condition for that season such as falling leaves, snow, rain, buds on trees or green grass	
• **Identify how weather affects daily life.** For example: • Sort pictures of activities, clothing and toys according to the types of weather and season they would be connected to such as sled with snow, bathing suit with sun	
• **Identify different types of precipitation.** For example: • Identify snow, rain, drizzle	

• **Identify a thermometer as a tool for measuring temperature.** For example:
  • Look at a thermometer to see what the temperature might be
  • Use a thermometer for doctor play in the dramatic play area	

3.3a.6 UNIFYING THEMES	

• **Examine change through simple observation.** For example:
  • Note changes that occur to plants, animals or the environment during walks
  • Notice the growth of classroom plants or pets
  • Identify changes in weather, such as "I had to wear a coat today because it got cold."
  • Recognize that changes in weather or the earth and sky relate to changes in temperature or climate, such as "leaves turn colors when the air turns cooler"	

3.3b: EARTH AND SPACE SCIENCES: ORIGIN AND EVOLUTION OF THE UNIVERSE – Interactions occur on Earth and in space.	
3.3b.1 COMPOSITION AND STRUCTURE	

• **Identify the characteristics of the sun, moon, stars and clouds.** For example:
  • Talk about things that can be found in the day or night sky
  • Notice different types of clouds
  • Explore shadows made from the sun	

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Pennsylvania Early Learning Standard	iStartSmart™
3.4a: SCOPE OF TECHNOLOGY – Technology impacts daily living.	
3.4a.1 CHARACTERISTICS OF TECHNOLOGY	

• **Identify examples of technology.** For example:
  • State examples of technology such as telephone, cell phone, television, DVD
  • Use pretend phone during dramatic play
  • Take pretend pictures of classroom objects
	✔

3.4a.3 TECHNOLOGY CONNECTIONS	

• **Identify the function of simple technological objects**
• For example:
  • Describe the uses of camera, cell phones and/or DVD players
  • Use models of technological equipment during pretend play in the dramatic play area
	✔

• **Identify the appropriate technology to complete a task**
• For example:
  • Perform basic tasks using technological objects, such as turning on a computer or pushing the start button on a tape recorder
  • Describe that a phone is used to call someone and a video camera is used to record movies
	✔

3.4c: TECHNOLOGY AND ENGINEERING DESIGN – Technology impacts daily living.	
3.4c.1 DESIGN ATTRIBUTES	
• **Use simple tools and materials.** For example: • Use tools such as a ruler, a hammer, a magnifying glass or a flashlight	
3.4e: TECHNOLOGY: THE DESIGN – Technology impacts daily living.	
3.4e.1 MEDICAL TECHNOLOGIES	
• **Practice using medical equipment and materials.** For example: • Attempt to use model and real medical equipment	

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3.4e.3 ENERGY AND POWER TECHNOLOGIES	
• **Explore wind power.** For example: • Fly a kite • Spin a pinwheel • Float a sailboat across water • Observe a flower blowing the breeze • Describe that trees' limbs move as a result of the wind	
3.4e.4 INFORMATION AND COMMUNICATION TECHNOLOGIES	
• **Identify communication devices in the home.** For example: • Identify telephone, cell phone, and computer	✔
• **Identify parts of a computer.** For example: • Name the parts of a computer, such as monitor, screen, mouse or keyboard	✔
• **Use a computer to run specific software independently.** For example: • Use a computer to run a program independently	✔
3.4e.5 TRANSPORTATION TECHNOLOGIES	
• **Classify types and uses of transportation vehicles.** For example: • Sort vehicles as those that are used on ground, on water or in the air or as those that transport a few people or many people • Sort vehicles by use or characteristics, such as those that are used on the ground or water • Describe the different characteristics and uses between a bus, a car, bicycle or airplane	
3.4e.7 CONSTRUCTION TECHNOLOGIES	
• **Identify construction vehicles, simple tools and materials.** For example: • Identify the types of tools and materials needed in construction, such as hammers, screw drivers, nails or measuring tapes, and hard hats • Talk about construction vehicles, such as bull-dozer, cement trucks or dump trucks and their purpose	
• **Build structures using a variety of block types.** For example: • Put together blocks to create a tower or building, identifying that larger or heavier blocks belong on the bottom • Use wood construction vehicles to move blocks or objects • Practice using hammers and nails or screws and screwdrivers in a construction learning center	

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Developmental/Content Area:
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Pennsylvania Early Learning Standard	iStartSmart™
4.1: ENVIRONMENT AND ECOLOGY – We are impacted and have impact on our environment.	
4.1 WATERSHEDS AND WETLANDS	
• **Identify bodies of water.** For example: 　• Name lakes, streams, creeks and puddles in the local area	
4.2 RENEWABLE AND NON-RENEWABLE RESOURCES	
• **Identify objects that can be recycled.** For example: 　• Sort objects into those things that can be recycled and those things that cannot 　• Name objects that can be recycled	
• **Discuss the purpose of recycling.** For example: 　• Practice recycling of classroom objects as part of the classroom routine	
4.3 ENVIRONMENTAL HEALTH	
• **Identify how litter can have a negative impact on animals and the environment.** For example: 　• Participate in experiments that show how litter can impact the environment 　• Identify ways that litter should be handled	
4.4 AGRICULTURE AND SOCIETY	
• **Describe the purpose of a farm.** For example: 　• Name the farmer and the jobs s/he does	
• **Identify the products that are produced on a farm.** For example: 　• Talk about corn that grows on a farm or milk that comes from cows that live on a farm	
• **Describe the people, animals and equipment that are found on a farm.** For example: 　• Name basic farm structures and equipment such as a barn or tractor	

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Pennsylvania Early Learning Standard	iStartSmart™
4.6 ECOSYSTEMS AND THEIR INTERACTIONS	

• **Observe events that occur in a cycle.** For example:
  • Observe and record what happens to a tree throughout a year or the growth of a seed into a plant
  • Discuss the changes as things that happen in a cycle
  • Talk about the changes of a caterpillar into a butterfly or an egg hatching into a chicken	

4.7 THREATENED, ENDANGERED AND EXTINCT SPECIES	

• **Identify some species that are extinct.** For example:
  • Describe what animals and plants need to stay alive
  • Name some dinosaurs
  • Talk about why dinosaurs no longer exist	

4.8 HUMANS AND THE ENVIRONMENT	
• **Identify types of shelters that humans use.** For example: • Name house, trailers, apartments, igloos, tepees or tree houses as types of shelters humans use	
4.9 ENVIRONMENTAL LAWS AND REGULATIONS	
• **Discuss rules that protect the environment.** For example: • Participate in discussions about the types of things people can do to protect the environment such as disposing of trash and recycling materials	

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Developmental/Content Area:
Social Studies Thinking: Connecting to Communities

Pennsylvania Early Learning Standard	iStartSmart™
5.1: PRINCIPLES AND DOCUMENTS OF GOVERNMENT – Good citizens follow rules.	
5.1.1 SOURCES, PURPOSE AND FUNCTIONS OF LAW	
• **State rules and some consequences.** For example: 　• Tell a friend to stop running 　• Explain that you must hold onto the swing so you don't fall	✔
5.2: RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP – Citizenship involves responsibility to myself and others.	
5.2.1 CIVIC RIGHTS, RESPONSIBILITIES AND DUTIES	
• **Display awareness of role as a member of a group.** For example: 　• Talk about responsibilities at home 　• Participate in group decision-making 　• Participate in classroom and family	✔
• **Explain how community workers keep us healthy and safe.** For example: 　• Work cooperatively with other children to achieve an outcome 　• Play act fire fighters or doctors	✔
5.2.2 SOURCES AND RESOLUTION OF CONFLICT	
• **Identify one or two solutions to a conflict or a problem.** For example: 　• Tell a friend that an action was inappropriate, such as "you ripped my paper."	
• **Attempt to independently solve a conflict with a peer.** For example: 　• Suggest a solution for a peer who wants the toy that is being used, such as "I'll give it to you in two minutes when I'm finished." 　• Work with a peer to develop a solution to a problem such as ways to share the playdoh when there isn't enough	
5.2.3 POLITICAL LEADERSHIP AND PUBLIC SERVICE	
• **Show interest in leadership opportunities.** For example: 　• Pretend to be the conductor when playing a musical instrument 　• Pretend to be the teacher during dramatic play 　• Choose a leader for the block building project 　• Ask to be a line leader 　• Request to help teacher, such as telling others that it's clean-up time	✔

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Developmental/Content Area:
Social Studies Thinking: Connecting to Communities

Pennsylvania Early Learning Standard	iStartSmart™
6.1: ECONOMIC SYSTEMS – People work in our community.	
6.1.2 TRADITIONAL, COMMAND AND MARKET ECONOMIES	

• **Recognize equal distribution.** For example:
  • State when someone has more or less
  • Attempt to distribute items equally among a group such as snack, materials or toys	

6.1.3 MEASURES OF ECONOMICS	

• **Demonstrate knowledge about community workers and their roles.** For example:
  • Recognize community workers through their uniforms or equipment
  • Describe the work that community workers do
  • Describe the jobs people do and how they work together
	✔

6.2: MARKETS AND THE FUNCTIONS OF GOVERNMENT – Money and resources impact our life	
6.2.3 FUNCTION OF MONEY	

• **Demonstrate an awareness of the uses of money.** For example:
  • Use pretend money while engaging in dramatic play activities
  • Recognize that coins have specific values	

6.2.5 CHANGES IN SUPPLY AND DEMAND	

• **Identify where some products originate.** For example:
  • List items that come from farms or factories
  • Explain that certain businesses such as McDonalds, Burger King and Wendy's make specific products such as hamburgers
  • Practice exchanging play money for goods	

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Developmental/Content Area:
Social Studies Thinking: Connecting to Communities

Pennsylvania Early Learning Standard	iStartSmart™
6.3: SCARCITY AND CHOICE – There is a difference between wants and needs and how we acquire items.	
6.3.1 SCARCITY AND LIMITED RESOURCES	
• **Understand that some resources and money are limited.** For example: • Determine when they need more of something that isn't available, but may be available elsewhere	

• **Notice when materials are gone.** For example:
   • Notice when materials are running low, such as we need more paper in the art area
   • Ask teacher for more milk when the pitcher is empty	

6.3.3 ALLOCATION OF RESOURCES	

• **Share or offer items to others.** For example:
   • Share or offer own resources when another child needs something
   • Ask another to share a needed item
	✔

6.5: WORK AND EARNINGS – People work to earn money.	
6.5.1 FACTORS INFLUENCING WAGES	

• **Understand that one earns money from working.** For example:
   • Talk about things that have been bought among themselves or with the teacher
   • Respond that adults earn money to buy things by working	

6.5.3 TYPES OF BUSINESSES	

• **Name businesses and their corresponding goods and services.** For example:
   • Participate in role play that is related to a business such as a pet store
   • Identify that food is purchased at the grocery store or hair is cut at the barber salon or barber shop
   • Describe where customers go to acquire specific materials, goods or services, such as the stamps are purchased at the post office	

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Social Studies Thinking: Connecting to Communities

Pennsylvania Early Learning Standard	iStartSmart™
6.5.7 COSTS AND BENEFITS OF SAVING	

• **Practice saving money or tokens.** For example:
  • Talk about saving money in a bank
  • Talk about things they might like to buy with saved money
  • Use play money to buy things in the dramatic play area
  • Collect and save tokens for an anticipated "purchase"
  • Trade in tokens for a desired prize	

7.1: BASIC GEOGRAPHIC LITERACY	
7.1.1 GEOGRAPHIC TOOLS	

• **Demonstrate a beginning understanding of maps as actual representations of places.** For example:
  • Use a simple map
  • Use blocks to represent buildings, roads or houses
  • Include representations of roads, bodies of water and buildings in play	

7.1.2 PLACES AND REGIONS	

• **Describe the characteristics of his/her home and frequently visited located.** For example:
  • Give information about the place s/he lives such as address and phone number
  • Identify and locate familiar places in the neighborhood
  • Describe if dwelling is apartment, house, mobile home
  • State information about the park, playground or other friends' homes
  • List the kinds of furniture that belong in specific rooms, such as bed in bedroom and stove in kitchen	

7.2: PHYSICAL CHARACTERISTICS OF PLACES AND REGIONS – Every location can be described by its physical characteristics.	
7.2.1 PHYSICAL CHARACTERISTICS	

• **Describe the location of items/areas in the classroom and areas at home.** For example:
  • Use directionality, size and position such as left, right, first, last, little, big, top, bottom to describe location in the classroom
  • Place pictures of common household items in the proper rooms of a house floor plan
  • Listen to directions and retrieve items
	✔

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Developmental/Content Area:
Social Studies Thinking: Connecting to Communities

Pennsylvania Early Learning Standard	iStartSmart™
7.3: HUMAN CHARACTERISTICS OF PLACES AND REGIONS – All humans have similarities and differences.	
7.3.1 HUMAN CHARACTERISTICS	
• **Identify some similarities and differences of physical and personal characteristics.** For example: • Make self-portraits that include body parts and clothing • Demonstrate an appreciation of one's own characteristics and those of others	
• **Demonstrate an appreciation of one's own characteristics and those of others and others' cultures.**	
7.4: INTERACTIONS BETWEEN PEOPLE AND THE ENVIRONMENT – People and the environment affect each other.	
7.4.1 IMPACT OF PHYSICAL SYSTEMS ON PEOPLE	
• **Recognize that environmental changes can impact what people do.** For example: • Describe types of clothing to wear in specific weather • Note if children can play outdoors based on the weather • Share information about roadwork noticed on the way to school • Discuss reasons for not picking flowers on the way to school • Assist with classroom jobs • Help to clean up outside the classroom	
7.4.2 IMPACT OF PEOPLE ON PHYSICAL SYSTEMS	
• **Understand how to make simple technology work.** For example: • Turn a tape recorder or CD player on or off • Independently operate computer game • Explore multimedia effects on the computer • Look at X-rays in the dramatic play area	✔

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Developmental/Content Area:
Social Studies Thinking: Connecting to Communities

Pennsylvania Early Learning Standard	iStartSmart™
8.1: HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT – Past and present experiences and ideas help us make sense of the world.	
8.1.1. CONTINUITY AND CHANGE OVER TIME	

• **Demonstrate understanding of a sequence of events.** For example:
  • Put pictures from a story in sequential order
  • Show anticipation for regularly scheduled events
	✔

• **Use words to describe time (yesterday, today, tomorrow).** For example:
  • Describe a daily routine
  • Describe what happens next in a familiar story
	✔

8.1.2 HISTORICAL COMPREHENSION AND INTERPRETATION	

• **Understand how things, people and places change over time.** For example:
  • Recall information from the immediate past
  • Predict how events today or in the recent past affect the near future such as "We had crackers for snack yesterday, so we'll have pretzels today."
  • Attempt to use terms like yesterday, tomorrow, last night correctly	

8.1.3 RESEARCH	

• **Understand that information comes from many sources, such as books, computers, or newspapers.** For example:
  • Look at books, pictures and authentic items related to a topic to gather information
  • Watch a movie on a topic
  • Play act looking up a phone number in a directory or a recipe in a cookbook
	✔

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Developmental/Content Area:
Health, Wellness and Physical Development: Learning About My Body

Pennsylvania Early Learning Standard	iStartSmart™
10.1-3: HEALTH AND SAFE PRACTICES – Children need to make healthy choices, physically and nutritionally, to optimize their learning potential.	
10.1-3.1 FUNDAMENTALS OF GOOD HEALTH	
• **Practice basic hygiene routines with adult reminders.** For example: • Wash own hands, brush teeth, cover nose and mouth when sneezing, wash hands after using tissue	
• **Identify medicine and know that it is used to stay healthy.** For example: • Discuss what medicine is used for	
• **Identify fundamental practices for good health.** For example: • Discuss times medicine might be needed • Explain that we need to eat well, get rest and exercise to be healthy	✔
• **Identify how people keep us healthy.** For example: • Explain how a doctor, nurse or dentist can keep us healthy	✔
10.1-3.2 BODY AWARENESS	
• **Identify and locate body parts.** For example: • Name and point to body parts when asked • Discuss what is meant by feeling healthy	
• **Identify specific practices that support body development and function.** For example: • Identify rest, exercise and good eating as ways to stay healthy • Participate one body part identification games and songs such as Hokey Pokey or Where is Thumbkin?	

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Developmental/Content Area:
Health, Wellness and Physical Development: Learning About My Body

Pennsylvania Early Learning Standard	iStartSmart™
10.1-3.3 SAFE PRACTICES	
• **Identify and follow basic safety rules.** For example: • Identify potential hazards at home, school, and community • Identify and avoid unsafe practices, such as playing with matches, crossing streets and talking to strangers • Identify and use playground and classroom rules • Identify emergency procedures	✔
• **Identify how people help keep us safe.** For example: • Explain how a firefighter and police officer can keep us safe	✔
• **Identify the consequence of unsafe behavior.** For example: • Explain what could happen if unsafe behavior occurs	
10.1-3.4 NUTRITION	
• **Name foods that keep us healthy.** For example: • Make healthy food choices	✔
• **Classify foods by their food group.** For example: • Identify healthy and not healthy foods • Match foods to others in a similar category such as fruit, vegetable, milk or grain	✔

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

Developmental/Content Area:
Health, Wellness and Physical Development: Learning About My Body

Pennsylvania Early Learning Standard	iStartSmart™
10.4: PHYSICAL ACTIVITY: GROSS MOTOR COORDINATION – Children gain control over their bodies and body movements through active experiences and exploration.	
10.4.1 CONTROL AND COORDINATION	

• **Combine large motor movements with the use of equipment.** For example:
  • Pull wagons or push wheelbarrows
  • Use outdoor gross motor equipment such as swings, climbers and tunnels safely and appropriately	

• **Demonstrate coordination of body movements in active play.** For example:
  • Throw a bean bag or ball overhand with aim
  • Catch a ball
  • Ride a tricycle, using feet to pedal	

• **Move and stop with control.** For example: • Stop when intended	
• **Perform a variety of movement skills along side and with a partner.** For example: • Engage in games like Hokey Pokey, London Bridge or Simon Says	
10.4.3 BALANCE AND STRENGTH	

• **Exhibit balance while moving on large motor equipment.** For example:
  • Engage in large motor activities such marching, hopping, jumping and dancing
  • Walk on a balance beam
  • Climb stairs using alternating feet
  • Jump over an object with both feet
  • Walk on tip toe for a short distance	

• **Show enthusiasm for mastery of gross motor movements through repetitive practice.** For example:
  • Participate in an obstacle course going through tunnels, over or under equipment
  • Participate in movement games
  • Climb a short ladder on a slide
  • Kick a ball	

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Developmental/Content Area:
Health, Wellness and Physical Development: Learning About My Body

Pennsylvania Early Learning Standard	iStartSmart™
10.5: CONCEPTS, PRINCIPLES AND STRATEGIES	
10.5.1 STRENGTH, COORDINATION AND MUSCLE CONTROL	
• **Use hands, fingers and wrists to manipulate objects.** For example: • Manipulate dough and clay by squeezing, pounding, rolling • Tear paper with purpose • Use scissors to cut • Use tongs or tweezers to pick up objects	
• **Put together and pull apart beads and blocks.** For example: • String beads, noodles, or cereal onto a string • Play with pop beads and snap cubes	
• **Practice manual self help skills.** For example: • Zip zippers • Snap, button and Velcro clothes • Practice tying	
• **Perform complex motions during finger play.** For example: • Act out finger plays and songs using hands and fingers	
• **Put together puzzles by matching shapes and colors.** For example: • Complete wooden cardboard shape and frame puzzles	
10.5.2 EYE/HAND COORDINATION	
• **Coordinate eye and hand movements to perform a task.** For example: • Act out finger plays with hands and fingers • Complete self-help skills such as zip, snap or button • String beads, manipulate pegs, build with small blocks • Use tools to pour, such as funnels, basters, and pitchers • Put together puzzles	✔

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

Developmental/Content Area:
Health, Wellness and Physical Development: Learning About My Body

Pennsylvania Early Learning Standard	iStartSmart™
10.5.3 USE OF TOOLS	
• **Use writing and drawing implements with correct grip to make pictures.** For example: • Hold pencils, crayons, and markers in a functional grasp (pincer grasp)	✔

• **Use classroom and household tools independently to accomplish a purpose.** For example:
     • Use glue sticks to paste various items
     • Use paint brushes to make strokes at the easel
     • Use appropriate tools to complete classroom jobs
     • Use fork and spoon appropriately
     • Use cup or glass for drinking	

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

Developmental/Content Area: Language and Literacy Development: Early Literacy Foundations; Reading, Writing, Speaking and Listening

Pennsylvania Early Learning Standard	iStartSmart™
1.1: LEARNING TO READ INDEPENDENTLY – Emerging reading involves the use of pictures, symbols and text to gain information and derive meaning.	
1.1.1 PURPOSES FOR READING	

• **Use a variety of text during play.** For example:
  • Choose books from classroom library to peruse
  • Identify environmental print
  • Pretend to read by moving eyes and/or pointing with finger from left to right, top to bottom, front to back
	✔

• **Select a variety of genre during play.** For example: • Use print materials in learning centers such as cookbooks, menus, phone books or maps	
1.1.2 WORD RECOGNITION SKILLS	
• **Identify upper case letters.** For example: • Name upper case letters	✔
• **Associate some names of letters with their shapes and sounds.** For example: • Recognize that one child's name begins with the same sound as another child's name	✔
• **Differentiate words and letters.** For example: • Begin to differentiate between and among letters, numbers, words, sentences	✔

• **Continue teacher-initiated word patterns.** For example:
  • Create two words, a phrase or short sentence with words that begin with the same sound
  • Recognize when two or more words begin with the same sound
	✔

• **Identify familiar words and environmental print.** For example: • Read familiar names and words in the environment	✔

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Developmental/Content Area: Language and Literacy Development: Early Literacy Foundations; Reading, Writing, Speaking and Listening

Pennsylvania Early Learning Standard	iStartSmart™
1.1.3 VOCABULARY DEVELOPMENT	
• **Describe pictures in books using detail.** For example: • Talk about pictures using many details	✔
• **Practice new vocabulary with teacher assistance.**	✔
• **Match vocabulary to picture clues.** For example: • Match pictures with new vocabulary words	
• **Use new vocabulary when speaking.** For example: • Use new vocabulary words in the context of dramatic play, daily routines and classroom conversations • Begin to use new vocabulary when asking questions or describing situations or objects	✔
1.1.4 COMPREHENSION AND INTERPRETATION	
• **Respond appropriately to directions and stories.** For example: • Demonstrate understanding of directions and stories by appropriate responses	✔
• **Use verbs to describe illustrations showing action.** For example: • Attach action words to illustrations showing action such as "that girl in the picture is running fast."	✔
• **Retell a simple story in sequence with picture support.** For example: • Retell a story in sequential order using various materials	✔
• **Identify story details through questioning.** For example: • Answer questions about stories	✔
• **Draw connections between story events and personal experiences.** For example: • Use prior knowledge to draw connections between events of story and self	✔

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Developmental/Content Area: Language and Literacy Development:
Early Literacy Foundations; Reading, Writing, Speaking and Listening

Pennsylvania Early Learning Standard	iStartSmart™
1.1.5 FLUENCY	
• **Recite rhymes, songs, and familiar text while using tracking.** For example: 　• Say or sing nursery rhymes	✔
• **Apply knowledge of letters, words, and sounds to read simple sentences.** For example: 　• Read chants, poems daily using pointers or finger to track print 　• Assemble words to form sentences and share with classmates	✔
1.2: READING, ANALYZING AND INTERPRETING – Children understand and respond to a wide variety of text.	
1.2.1 TEXT ANALYSIS AND EVALUATION	
• **Identify title and author of story.** For example: 　• Tell the name of a book and author when asked	✔
• **Identify characters in story.** For example: 　• Name characters in a story	✔
• **Discuss events in book or story.** For example: 　• Talk about events that happened within a story	✔
• **Explain reasons for liking or disliking a book or story with prompting.** For example: 　• Tell why a book is liked or disliked	✔
1.2.2 TEXT ORGANIZATION	
• **Practice book handling skills.** For example: 　• Orient a book correctly 　• Turn pages in order	
• **Identify beginning and end of a story.** For example: 　• Tell what happens at the beginning and end of the story	✔
• **Practice tracking from top to bottom and left to right with scaffolding.** For example: 　• Use pointers or finger to track print on charts, posters, environmental print or in books	✔

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Pennsylvania Early Learning Standard	iStartSmart™
1.2.3 FACT AND OPINION	
• **Differentiate between real and make-believe.** For example: 　• Tell what could or could not happen in a story 　• Identify real or make believe characters	✔
• **State at least one important fact from informational text.** For example: 　• Tell one thing learned from a non-fiction text	
1.2.5 INFERENCES	
• **Use illustration clues and story sequence to infer and predict what happens next in a story.** For example: 　• Make predictions before a story or during a story	✔
• **Decide if predictions were confirmed.** For example: 　• Determine if the prediction was correct after reading	✔
1.3: READING, ANALYZING AND INTERPRETING LITERATURE – Literature consists of a variety of elements to convey meaning.	
1.3.1 ANALYSIS AND EVALUATION	
• **Select favorite book from many by same author.** For example: 　• Listen to many books by the same author and determine favorite	
1.3.2 LITERARY GENRES	
• **Identify a variety of literary genre with teacher support.** For example: 　• Tell if a book or reading selection is a fairy tale, poetry, fiction or non-fiction	✔
1.3.3 LITERARY ELEMENTS	
• **Respond to questions about main characters, setting and events during a read aloud.** For example: 　• Answer who, how, when and where questions	✔

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Developmental/Content Area: Language and Literacy Development:
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Pennsylvania Early Learning Standard	iStartSmart™
1.3.4 LITERARY DEVICES	
• **Recognize rhyming words in works of literature with teacher support.** For example: • Identify rhyming words in a story when asked by the teacher	✔
1.4: TYPES OF WRITING – Children write for different purposes and audiences.	
1.4.1 NARRATIVE	
• **Create illustration and write about it.** For example: • Draw a picture and write symbols or words that tell about it	
1.4.2 INFORMATIONAL	

• **Share information through pictures and dictated words.** For example:
  • Create a picture about a non-fiction topic and talk about it with the teacher
  • Share information from various sources about non-fiction topics	

1.5: QUALITY OF WRITING – Writing conveys the author's ideas about a topic.	
1.5.1 FOCUS	
• **Illustrate and/or tell about a specific topic.** For example: • Create a picture that is related to a topic and talk about it	✔
1.5.2 CONTENT	
• **Generate ideas for a picture, story or shared writing.** For example: • Brainstorm ideas for pictures and stories	✔

• **Identify and/or create illustrations that depict story detail.** For example:
  • Create pictures that represent details in the story
  • Tell teacher what s/he will draw when asked
	✔

1.5.3 ORGANIZATION	
• **Write letters in name**	✔
• **Use inventive spelling to write a word, such as "this says Mommy".** For example: • Work with teacher to create words or sentences that relate to one topic	✔

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Developmental/Content Area: Language and Literacy Development: Early Literacy Foundations; Reading, Writing, Speaking and Listening

Pennsylvania Early Learning Standard	iStartSmart™
1.5.6 CONVENTION	
• **Experiment with a variety of writing tools and surfaces.** For example: • Use markers, paints, crayons, chalk and chalkboard to communicate	
• **Create letter forms using various materials.** For example: • Use pipe cleaners, playdoh, foam, toothpicks and other materials to create letters and letter forms	
• **Print letters in name using letter-like forms or conventional print.** For example: • Write name using letter-like forms or even conventional print	✔
1.6: SPEAKING AND LISTENING – Speaking and listening are connected skills that build the foundation for literacy and communication.	
1.6.1 DISCUSSION	
• **Listen and respond attentively to conversations.** For example: • Make a statement that shows attention to the conversation	✔
• **Ask and answer relevant questions.** For example: • Ask or answer a question with a response that makes sense "Put away the crayons and come to the carpet"	✔
• **Follow two-step directions.** For example: • Respond to an adult's question	✔

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Developmental/Content Area: Language and Literacy Development:
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Pennsylvania Early Learning Standard	iStartSmart™
1.6.2 LISTENING SKILLS	
• **Share experience when asked.** For example: • Talk about experiences clearly using some details	✔

• **Speak in simple sentences.** For example:
  • Speak clearly enough to be understood by most listeners
  • Use appropriate volume to be heard by group, paying attention to inside and outside voices
	✔

• **Recite rhymes, songs and familiar text in a group.** For example:
  • Participate in finger plays and songs
  • Practice and play with words and language
	✔

• **Answer questions.** For example: • Answer question about shared information	✔
1.6.3 DISCUSSION	
• **Communicate using detail when relating personal experiences.** For example: • Use details to share personal experiences	✔
• **Pose questions and listen to ideas of others.** For example: • Ask questions and listen to others to acquire new knowledge	✔
• **Contribute to class discussion.** For example: • Participate respectfully in class or group discussion	✔
1.6.4 PRESENTATION	

• **Share information about an item of interest.** For example:
  • Use details to share personal experiences
  • Ask questions and listen to others to acquire new knowledge
  • Participate respectfully in class or group discussion
	✔

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Developmental/Content Area: Language and Literacy Development: Early Literacy Foundations; Reading, Writing, Speaking and Listening

Pennsylvania Early Learning Standard	iStartSmart™
1.7: CHARACTERISTICS AND FUNCTIONS OF THE ENGLISH LANGUAGE – Information can be shared in many ways.	
1.7.1 COMMUNICATING IN MORE THAN ONE LANGUAGE	
• **Use verbal and nonverbal language to communicate for a variety of purposes.** For example: • Use words and gestures to communicate meaning in many forms	✔
• **Repeat a few words in a language other than native language.** For example: • Say words in a new language after hearing them	
1.8: RESEARCH – Information to answer questions is available through a variety of resources.	
1.8.1 INQUIRY BASED PROCESS	
• **Ask questions about topics of personal interest to gain information.** For example: • Ask adult for explanations or information using why, how, where, and when questions, such as "why do leaves turn colors?" or "where are the towels?"	✔
1.8.2 LOCATION OF INFORMATION AND CITING SOURCES	
• **Locate information on identified topics using resources provided by teacher.** For example: • Use books or computer programs to find new information • Use a cookbook to find a recipe or a phone book to get a phone number during dramatic play	✔
1.8.3 ORGANIZATION AND PRODUCTION OF FINAL PRODUCT	
• **Produce a simple project based on research with assistance.** For example: • Create a picture or other product using information learned through research	

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Developmental/Content Area: Language and Literacy Development:
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Pennsylvania Early Learning Standard	iStartSmart™
1.9: INFORMATION, COMMUNICATION AND TECHNOLOGY LITERACY – Technology provides access to new information.	
1.9.1 MEDIA AND TECHNOLOGY RESOURCES	
• **Identify technology that can be used to gain information.** For example: • Name computer and television as technology that can give information	✔
• **Use age appropriate computer program after training.** For example: • Use the computer with assistance from the teacher	✔

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

Developmental/Content Area: Partnerships for learning:
Families, Learning Environments and Communities

Pennsylvania Early Learning Standard	iStartSmart™
20.1: CONNECTIONS: SHARED UNDERSTANDING OF FAMILY AND SCHOOL VALUES, PHILOSOPHIES AND CULTURES – The relationship between the family and school personnel is a critical foundation to children's success in school.	
20.1.1 INFORMATION EXCHANGE	
• **Offer on-site enrollment meeting where family can meet school personnel and observe the classroom where the child will be attending.** For example: • Participate in introductory enrollment meetings that enable both family and school representatives to share values, attitudes, philosophies about learning along with unique details and needs of the child and family • Provide a classroom tour for child and family where they can meet the teacher and explore the classroom setting	
• **Share families' and school routines and discuss any needed accommodations.** For example: • Discuss families' needs for drop-off and pick-up, health concerns, and potential language barriers	
• **Provide and regularly review a Parent Handbook that outlines program expectations and operating details.**	
• **Offer parent-teacher school events that provide updates and give families opportunities to participate in school life.** For example: • Hold a "Back to School" or Open House night	
• **Identify home culture, language, routines, etc. and how they might impact a child's school experience.** For example: • Formulate a survey or questionnaire that can be done orally or in writing to learn about family attitudes and philosophy on child rearing, learning, reading	
• **Discuss schedules, events or past experiences that may impact a child's school experience.** For example: • Talk about a recent event, such as divorce or death, which may impact a child's behavior and what might occur at school as a result; discuss ways to communicate reciprocally about child's adjustment	
• **Share instructional philosophies that help families understand the school structure.** For example: • Talk about the classroom structure and how children learn through play	

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

Developmental/Content Area: Partnerships for learning:
Families, Learning Environments and Communities

Pennsylvania Early Learning Standard	iStartSmart™
20.1.2 HOME TO SCHOOL CONNECTIONS	
• **Identify family practices and traditions that should be included within the classroom.** For example: • Determine if child may eat traditionally served food, celebrate holiday, etc	
• **Work with families to identify books, songs and finger plays, dances, foods, toys, etc that should be included in the classroom or school environment; ask for donations.** For example: • Encourage volunteers and program participation from cultural groups in the community such as foster grandparents or other multigenerational connections	
• **Learn about the family and home setting and incorporate into the school experience, asking for updates and new information regularly.** For example: • Add culturally-specific materials and experiences into the schedule and environment such as adding a wok to the cooking area, or counting in both English and Spanish during morning message	
• **Invite family members into the classroom to discuss cultural information with the children, to participate in classroom life, or to identify community locations or businesses that can be visited.** For example: • Invite a family member to teach class a culturally-specific song or to provide the words to the song	
• **Work with families to determine child's best classroom placement including when to transition from one to the next, personality types, etc..** For example: • Identify ways to assure the child's positive and comforting entry into a new classroom setting, such as a picture in the cubby, a stuffed animal or blanket	✔

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

Developmental/Content Area: Partnerships for learning: Families, Learning Environments and Communities

Pennsylvania Early Learning Standard	iStartSmart™
20.1.3 SCHOOL TO HOME CONNECTIONS	
• **Assure that family communications are done in culturally-sensitive ways that accommodate family literacy levels, culture barriers, etc..**	
• **Regularly send home information about the child's growth and progress and adjustment to the school setting.** For example: • Disseminate newsletters that highlight key events in the life of the program and the classroom; identify key songs, books and recipes,and clarify a key program expectation	✔
• **Discuss the program and classroom operational procedures such as absences, snow delays, payment, etc and learn if there are potential challenges for families, making accommodations as appropriate.** For example: • Create a classroom web page and provide family members with the link – include a bulletin board or question and answer section that is checked by classroom staff regularly	
• **Make available voluntary "at home" activities that families can complete with child, being sensitive to family structure and culture.**	
• **Create an "open-classroom" policy where family members can visit or volunteer in the classroom or school.**	
• **Where appropriate, complete home visit with family.**	
• **Support families' efforts to build the child-child or family-family connections.**	
20.2: FAMILY ENGAGEMENT – Children's motivation to learn and succeed in school is impacted by family support and involvement in the life of the program	
20.2.1 SHARED GOVERNANCE OR DECISION-MAKING	
• **Implement a family-school annual review of program operation.**	
• **Develop and update annually a Parent Manual that details operational procedures.**	
• **Establish conflict resolution policies that identify procedures for complaints or suggestions.**	
• **Post regulations, program requirements, etc. in strategic locations within the school so family members can review it regularly.**	
• **Offer training to Advisory or Board on shared governance.**	

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Pennsylvania Early Learning Standard	iStartSmart™
20.2.2 SPECIAL EVENTS AND ACTIVITIES	
• **Learn families' interest and capacity for participation in specific events such as a holiday party, graduation event, etc..** For example: • Ask a family to share information about a specific event, such as Chinese New Year, and help you design a related activity	
• **Offer family education events such as parenting classes, sign language, health and safety, etc. that reflect families' interests and needs.** For example: • Design parent education events that families can do together after work, such as Parent as Teachers workshops, or ways to transition children into kindergarten	
• **Incorporate unique cultural events or beliefs into classroom life.** For example: • Ask families if they'd like to volunteer materials or information about specific cultural events	

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Developmental/Content Area: Partnerships for learning:
Families, Learning Environments and Communities

Pennsylvania Early Learning Standard	iStartSmart™
20.3: SUPPORTING CHILDREN'S LEARNING – Early childhood programs must work closely with families to support children's development and learning both at school and at home.	
20.3.1 SCREENING AND ASSESSMENT	
• **Identify screening, assessment and referral processes that include families' involvement.** For example: • Assure families' understanding of the purpose of screening and prepare them for the process, including their input and shared decisions about referrals when appropriate	
• **Utilize screening and assessment instruments that are aligned with the early learning standards.** For example: • Share initial results of screening and assessment with the family in a way that enables family adults to understand the child's strengths and areas of focus	✔
• **Assure that children are screened for health, mental health, dental, social-emotional, and cognitive development and the results are shared with families.**	
• **Be familiar with community agencies that provide additional screenings or assessments upon referral.**	
• **Provide information on child development and parenting that identifies age-appropriate skill development.**	✔
• **Conduct age appropriate baseline and ongoing authentic assessments to identify strengths and areas of focus for future learning and development that are culturally-sensitive, delivered in the language requested by the family and whenever possible, incorporate family feedback.**	✔

• **Utilize multiple sources of evidence to understand individual children's growth and development, including parent report, observations, standardized checklists, etc..** For example:
  • Collect and share portfolio items with families asking for at-home contributions as well, that show children's growth and development of specific skills
  • Provide information on child development that is written in easy-to-understand language
	✔

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

Developmental/Content Area: Partnerships for learning: Families, Learning Environments and Communities

Pennsylvania Early Learning Standard	iStartSmart™
20.3.2 GOAL DEVELOPMENT	
• **Use assessment results to lay the framework for understanding individual children's strengths and areas of need.**	✔
• **Share with parents information about each child, including stages of development, interest as assessed skill levels, identifying those that are on track and those that could use additional attention.** For example: • Teaching adult shows family the continuum of learning development in the Key Areas of Learning and together they identify where the child falls on the continuum, next steps and whether it should be a specific area of instructional focus	✔
• **Meet periodically to discuss previously determined goals, identify any strengths or improvements and make new decisions about learning goals and activities.**	✔
• **Periodically assess the learning environment and provided activities for age, linguistic and cultural appropriateness and modify if needed.** For example: • Participate in development and review of child's IFSP or IEP, working with the parent and intervention program to formulate appropriate expectations	
20.3.3 ONGOING PROGRESS REVIEW	
• **Classroom adults and families should work as a team to review children's goals and progress regularly and to develop new strategies that promote children's successful growth and development.**	
• **Classroom staff and families should participate in a minimum of two face to face conferences to discuss children's developmental progress and other pertinent updates.** For example: • Schedule a fall and spring conference date, identifying with the family where the conference should occur either home or school, and accommodating families' unique schedules	
• **Offer informal opportunities for family members to converse with classroom adults as needed about children's progress.**	✔
• **Schools should offer a wide variety of materials and ideas that link home and school learning environments, offer information on the child development and parenting and support parents' interest and participation in the child's learning process.** For example: • Develop strategies for sharing children's accomplishments. Ask family members to send samples of children's at-home work to school and post or send home classroom samples that help families notice progress	✔

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Developmental/Content Area: Partnerships for learning:
Families, Learning Environments and Communities

Pennsylvania Early Learning Standard	iStartSmart™
20.3.4 COMMUNITY SUPPORTS	
• **Identify and understand the services that are provided within the community and identify contacts within each to facilitate collaborative work.** For example: • Tell families about special gym classes or music workshops when children show a specific interest or need in those areas, collecting and making available brochures	
• **Develop ongoing information – sharing processes with other agencies who work with families.**	✔
• **Create information – sharing processes with other educational or youth activity programs such as the local fitness center, or library exchange.**	
• **Develop and honor confidentiality policies regarding information exchange.**	
• **Utilize community agency's suggestions to enhance classroom experiences for all children.**	

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Developmental/Content Area: Partnerships for learning:
Families, Learning Environments and Communities

Pennsylvania Early Learning Standard	iStartSmart™
20.4: TRANSITION – Schools and families must work together to coordinate information exchange from one setting to another that will assure children's seamless learning experiences.	
20.4.1 PROGRAM ENTRY	
• **Create processes and procedures for welcoming incoming families through enrollment meetings, sharing of expectations and values, parent handbooks and discussion of sensitive issues that may impact school success.** For example: • Provide incoming family forms to complete prior to the enrollment visit so they can gather the needed information	
• **Identify welcome strategies that excite children and families about their upcoming, new experience.** For example: • Prior to the child's attendance, learn about the child's interests and display toys or activities that may be especially appealing, display books about the first day of school, post pictures from home, and create activities that will capture the child's interests	
• **Establish processes for information-sharing with sending schools.** For example: • With parent permission, communicate with sending school about child's past experiences, review screening and assessment results and other information that will support the child and family's move from one school to another	✔
• **Develop strategies for communicating with community agencies with which incoming families have been involved for information exchange as well as parent interest in continuing.** For example: • Develop on-going classroom communication between both schools, such as encouraging children to write letters or draw pictures about their new experience and send to the sending school or create "pen pals" between sending and receiving schools • Develop process for assessing child's readiness to move from one age group to another that includes parent feedback	

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Developmental/Content Area: Partnerships for learning: Families, Learning Environments and Communities

Pennsylvania Early Learning Standard	iStartSmart™
20.4.2 PROGRAM EXIT	
• **Develop policies and procedures for transferring information about child's program participation to the next school location.** For example: • Establish information-exchange processes between sending and receiving school that provide opportunities for teachers to share successful strategies for learning that will support the transition	
• **Help family understand the expectations and schedules of the receiving school, mapping out strategies for success whenever possible.**	

• **Work with receiving school to facilitate pen pals, visits, or other activities where the children can become familiar with the new school and stay in touch with the old school.** For example:
    • Provide the receiving school with materials or activities that can be used to offer familiarity and comfort during the transition, such as a "treasure hunt" activity or set of questions to answer in the new school or picture books of the sending school
    • Display materials from the receiving school that children will recognize when they transition such as a picture book of the new school, classrooms and teachers; talk with children about what to expect	

• **Set up information – sharing processes with receiving school to discuss child's goals, progress, interest, etc.** For example: • Arrange a time to visit child at new school or to call and talk with family after they have left the sending school atmosphere	

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Developmental/Content Area: Partnerships for learning: Families, Learning Environments and Communities

Pennsylvania Early Learning Standard	iStartSmart™
20.4.3 COMMUNITY CONNECTIONS	
• **Identify and include child's participation in other schools or programs on information that is sent to receiving school – in transition.** For example: 　• Develop a transition form that assures transfer of information from sending to receiving school	
• **Develop relationship with local Early Intervention agencies, birth to three and three to five, and create process for information and referral exchange.** For example: 　• Schedule meetings with Early Intervention providers, local Head Start agency, etc. to introduce your school and to discuss collaboration	
• **Participate in the county Community Engagement Group and other community – collaborative agencies that advocate for early childhood locally and statewide early.**	
• **Assure the program's representation at county or community days.** For example: 　• Use field trips to introduce children to nearby agencies and resources that may be tapped or invite community agency representatives to visit the school and read to children or work on activities with small groups	
• **Produce regularly – updated program brochures or promotional materials and distribute throughout the community.**	
• **Arrange for information – sharing sessions with local school districts to develop shared expectations for entry and exit into the programs.** For example: 　• Meet with local school district to review their strategies for use of the learning standards in their instruction and develop common grounds	
• **Offer early childhood professional development to other community agencies.**	
• **Invite community agencies to provide special seminars or workshops for families.** For example: 　• Invite local librarian to visit the school to present a story hour. Invite family members	

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

Developmental/Content Area:
Social and Emotional Development: Learning About Myself and Others

Pennsylvania Early Learning Standard	iStartSmart™
25.1: SELF CONCEPT (IDENTITY) – Children see themselves as valuable and worthwhile individuals in their homes, classrooms and communities.	
25.1.1 SELF AWARENESS	

• **Demonstrate awareness of self and one's own preferences.** For example:
  • Participate in self care activities, such as putting on clothes, pouring milk or zipping jacket
  • Refer to self as "I"
	✔

• **Know and state independent thoughts and feelings.** For example:
  • State preferences such as "I like peas" or "I don't want to play with blocks"
  • Show preferences for favorite books, activities and toys
	✔

25.1.2 UNDERSTANDING EMOTIONS	
• **Use socially-accepted ways to express emotions.** For example: • Express feelings that are appropriate to the situation	✔

• **Recognize and label basic feelings.** For example:
  • Express feelings verbally or through play and artistic representation
  • Name a range of feelings, such as happy, sad, angry, surprised
	✔

• **Express feelings that are appropriate to the situation.** For example: • Control most negative responses by expressing in appropriate ways, such as talking with a peer or telling the teacher	✔
25.1.3 COMPETENCE	
• **Show pride in own accomplishment.** For example: • Show adult an accomplishment with pride, such as "I made my name!"	✔
• **Choose materials and activities independently.** For example: • Choose activities, select materials, and carry out tasks	✔
• **Participate in new experiences with confidence and independence.** For example: • Express intent to play in a specific area or to make a certain object	✔

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Developmental/Content Area:
Social and Emotional Development: Learning About Myself and Others

Pennsylvania Early Learning Standard	iStartSmart™
25.2: SELF REGULATION – Children will express feelings, thoughts and needs appropriately to adults and peers.	
25.2.1 EMOTIONAL REGULATION	
• **Ask for and accept offers of help when needed or appropriate.**	✔
• **Know when to withhold expression of feelings in certain situations.** For example: • Separate feelings from actions	
• **Adjust to changes in routines and activities with guidance.** For example: • Stop from doing things when told such as "stop running and use your walking feet"	✔
• **Begin to understand the consequences of own behavior.**	
25.2.2 BEHAVIORAL REGULATION	
• **Demonstrate increased self reliance in self-care activities.** For example: • Complete self care activities with a minimum of teacher help (toileting, hand washing)	
• **Follow the rules and routines in classroom and other settings with reminders.** For example: • Remember and express simple classroom rules	✔
• **Use materials with purpose, safety and respect.**	✔
• **Understand and follow simple classroom rules.** For example: • Take turns and wait for a turn	✔
• **Make transitions between activities after warning.**	✔
• **Wait for teacher approval before acting in required situations.**	✔
• **Recognize unsafe situations and tell an adult.** For example: • Check in with adults when s/he thinks something is not safe	
• **Clean up or put away materials on own with teacher direction.** For example: • Return materials to the shelves when finished	

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25.3: PRO-SOCIAL RELATIONSHIPS WITH ADULTS – Early adult-child relationships, based on attachment and trust, set the stage for lifelong expectations that impact chldren's ability to learn, respect adult authority and express themselves	
25.3.1 TRUST	
• **Seek help from familiar adults when needed.** For example: • Ask help with fastening pants or jackets	✔
• **Respond to familiar adults' questions and directions.** For example: • Comply with teacher directions	✔
• **Engage in reciprocal conversation with familiar adults.** For example: • Ask adult to help solve a problem or to help complete a task, "I can't put this puzzle together"	✔
25.3.2 ATTACHMENT	
• **Demonstrate affection for familiar adults through hugs, kisses or making gifts.** For example: • Affectionately greet teacher upon arrival to school	
• **Separate from familiar adults in a familiar setting with minimal distress.** For example: • Say good-bye to parent upon arriving at school and become involved in the life of the classroom	
• **Show preference for one adult over another when more than one is present.** For example: • Ask to sit at one adult's table or ask to hold teacher's hand on walk	

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25.4: PRO-SOCIAL RELATIONSHIPS WITH PEERS – Children will learn to develop healthy relationships through positive peer interactions.	
25.4.1 SOCIAL IDENTITY	
• **Imitate others' actions using social play or dramatic play situations.**	
• **Initiate play with one or two peers.** For example: • Play a simple game with another child	✔
• **Play cooperatively with a few peers for sustained period of time.**	✔
• **Cooperate in both large and small group activities that are facilitated by adults.** For example: • Participate in group activities like Hokey Pokey or Duck Duck Goose	
25.4.2: RESPECT AND EMPATHY	
• **Respond with empathy to others who are upset.** For example: • Express sympathy to a friend who is feeling sad	✔
• **Seek help from peers.** For example: • Ask another child to help carry a heavy basket of blocks	✔
• **Share and take turns with adult guidance.** For example: • Ask for a toy before grabbing it	✔
• **Respect feelings and belongings of peers.** For example: • Say "I'm sorry" when s/he bumps into another child or causes a toy to fall	✔
• **Solve simple conflicts with peers with independence.** For example: • Use words during a conflict, "Stop hurting me" instead of physically responding	✔
• **Demonstrate polite and respectful interactions.** For example: • Show understanding that others might be feeling differently than self	✔
• **Demonstrate respect for children's differences.** For example: • Identify others' differences in feelings or thought	