

New Jersey Department of Education 2014 Preschool Teaching and Learning Standards Aligned with iStartSmart® by Hatch®

SOCIAL/EMOTIONAL DEVELOPMENT

New Jersey Early Learning Standard	iStartSmart®
Standard 0.1 Children demonstrate self-confidence.	
Provide materials and activities to further learning at the child's development level and to foster feelings of competence.	
◦ 0.1.1 Express individuality by making independent decisions about which materials to use.	✓

VISUAL & PERFORMING ARTS

New Jersey Early Learning Standard	iStartSmart®
Standard 1.4: Children express themselves through and develop an appreciation of the visual arts. (e.g., painting, sculpting, and drawing).	
Provide art activities that extend children's understanding of art techniques and art media.	
◦ 1.4.2 Create two-and three-dimensional works of art while exploring color, line, shape, form, texture, and space.	✓

APPROACHES TO LEARNING

New Jersey Early Learning Standard	iStartSmart®
Standard 9.1 Children demonstrate initiative, engagement, and persistence.	
Are fully present with children, identifying and minimizing distractions that detract from working intentionally with individuals and small groups. Help children to learn to wait while you are working with another child, and help children to listen respectfully to one another.	
◦ 9.1.1. Make plans and decisions to actively engage in learning.	✓
Listen closely, respond to, and take pleasure in children's curiosity. Nurture children's curiosity by modeling excitement and providing interesting hands-on experiences that motivate them to apply their developing skills and prior knowledge.	
◦ 9.1.2. Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges.	✓
Help children focus their attention on relevant information while ignoring or filtering out irrelevant information.	
◦ 9.1.3 Focus attention on tasks and experiences, despite interruptions or distractions. Encourage children's engagement in a task by specifically acknowledging their efforts.	✓



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APPROACHES TO LEARNING

New Jersey Early Learning Standard	iStartSmart®
<ul style="list-style-type: none"> ◦ 9.1.4 Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate. Provide physical, verbal, or emotional support to a child who is unfocused or discouraged. 	✓
<ul style="list-style-type: none"> ◦ 9.1.5 Bring a teacher-directed or self-initiated task, activity or project to completion. Provide children with time, space, and opportunities to make choices from among interesting materials and activities that are familiar and challenging. Provide extended periods of time to allow children to get deeply involved in learning experiences that they initiate or that build on class topics. 	✓
Standard 9.3 Children identify and solve problems.	
Stretch children's thinking and use interesting language and vocabulary in conversations while keeping the needs of dual language learners in mind.	
<ul style="list-style-type: none"> ◦ 9.3.2 Use varied strategies to seek or recall information and to find answers. 	✓
Standard 9.4 Children apply what they have learned to new situations.	
Provide time for children to revisit and reflect on their experiences and learning through a variety of methods and apply what they learn to new experiences. Multiple modes of expression can allow all children (dual language learners; children with disabilities) to participate in this process.	
<ul style="list-style-type: none"> ◦ 9.4. Use prior knowledge to understand new experiences or a problem in a new context. 	✓

MATHEMATICS

New Jersey Early Learning Standard	iStartSmart®
Standard 4.1 Children begin to demonstrate an understanding of number and counting.	
Encourage and support attempts to learn to count numbers to 20 or higher.	
<ul style="list-style-type: none"> ◦ 4.1.1 Count to 20 by ones with minimal prompting. 	✓
Include and refer by name to written numbers in the classroom environment during daily routines and in the context of large and small group experiences.	
<ul style="list-style-type: none"> ◦ 4.1.2 Recognize and name one-digit written numbers up to 10 with minimal prompting. 	✓
Intentionally refer to the symbol and number name when discussing numbers (quantities) of objects.	
<ul style="list-style-type: none"> ◦ 4.1.3 Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10. 	✓



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MATHEMATICS

New Jersey Early Learning Standard	iStartSmart®
Provide manipulatives and materials that feature number names and number quantities.	
◦ 4.1.4 Understand the relationship between numbers and quantities.	✓
Foster one-to-one correspondence throughout the day.	
◦ 4.1.5 Use one to one correspondence to solve problems by matching sets and comparing amounts.	✓
Model how to represent and describe data (e.g., discuss “how many,” “more,” “less,”).	
◦ 4.1.6 Compare groups of up to 5 objects (e.g., beginning to use terms such as “more,” “less,” “same”).	✓
Standard 4.2 Children demonstrate an initial understanding of numerical operations.	
<ul style="list-style-type: none"> • Model addition for children by using counting to combine numbers. • Model subtraction for children by using counting to separate quantities of objects. • Provide opportunities for children to independently explore addition and subtraction (e.g., using small manipulatives, interacting with children using computer software and handheld device applications). 	
◦ 4.2.1 Represent addition and subtraction by manipulating up to 5 objects.	✓
Provide writing materials and/or handheld devices with appropriate applications in classroom centers so that children can choose to view, solve, and create addition and subtraction stories.	
◦ 4.2.2 Begin to represent simple word problems data in pictures and drawings.	✓
Standard 4.3 Children begin to conceptualize materials attributes of objects.	
Invite children to compare and order objects according to measurable attributes.	
◦ 4.3.1 Sort, order, pattern and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes.	✓
Listen for and extend children’s conversations about long and short, longer and shorter, short and tall, shorter and taller, etc.	
◦ 4.3.2 Begin to use appropriate vocabulary to demonstrate awareness of the measurable attributes of length of everyday objects (e.g., long, short, tall).	✓
Standard 4.4 Children develop spatial and geometric sense.	
Use positional words (e.g., over, under, behind, in front of) to describe the relative positions of items and people, and encourage that children to use them.	
◦ 4.4.1 Respond to and use positional words (e.g., in, under, between, down, behind)	✓



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MATHEMATICS

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Provide opportunities for children to explore and describe the differences and similarities between attributes of two dimensional shapes.	
<ul style="list-style-type: none"> ◦ 4.4.2 Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate term (e.g., circle, square, triangle). 	✓

TECHNOLOGY

New Jersey Early Learning Standard	iStartSmart®
Standard 8.1 Navigate simple on screen menus.	
Never formally “teach” technology skills and competencies. Instead set the stage for successful experimentation by providing materials, introducing them, and being available to lend support.	
<ul style="list-style-type: none"> ◦ 8.1.1. Navigate basic functions. 	✓
Standard 8.2 Use electronic devices independently.	
<ul style="list-style-type: none"> • Look for activities that give children ways to “accidentally succeed” providing instant feedback and fostering feelings of control. • Make technology accessible to all children, including English Language Learners, and use it as an accommodation for an individual child with special needs. 	
<ul style="list-style-type: none"> ◦ 8.2.5 Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats. 	✓

ENGLISH LANGUAGE ARTS

New Jersey Early Learning Standard	iStartSmart®
Reading Informational Text	
Standard RI.PK.1 With prompting and support, ask and answer questions about elements in a familiar text.	
<ul style="list-style-type: none"> ◦ Model and encourage questions about unfamiliar words in a text and point out context clues. 	✓
Standard RI.PK.2 With prompting and support, recall important facts about a familiar text.	



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ENGLISH LANGUAGE ARTS

New Jersey Early Learning Standard	iStartSmart®
◦ Read and reread favorite informational texts.	✓
◦ Encourage informational book discussions that includes questions, conversations and discussions about topical book information. Refer back to original text to cite existence or to clarify difficult or new information.	✓
Standard RI.PK.5 Identify the front and back cover of a book.	
◦ Connect experiences with actual objects and props to identify positional phrases. Identify the front and back cover of books.	✓
Standard RI.PK.6 With prompting and support, identify the role of the author and illustrator in presenting ideas in informational text.	
◦ Connect the role of author and illustrator (or photographer) of children’s favorite informational books to children’s writing activities.	✓
Standard RI.PK.7 With prompting and support, tell how the illustrations support the text in informational text.	
◦ Read and reread several informational books on topics of interest to children.	✓
Reading: Foundational Skills - Phonological Awareness	
Standard RF.PK.2,a,b,c,d,e Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes).	
◦ Use rhythm sticks, claps, snaps, or body motions to segment the syllables in children’s name and other words.	✓
◦ Engage children in activities, read storybooks and poems, sing songs and chants that have repetitive patterns, alliterations, rhymes and refrains that are engaging and playful.	✓
◦ Provide activities where children sound match.	✓
Reading: Foundational Skills - Phonics and Word Recognition	
Standard PF.PK.3,a,b,c,d Demonstrate an understanding of beginning phonics and word skills.	
◦ Provide name games activities throughout the day for children to learn to recognize their names and the letters in their name.	✓
◦ Find opportunities to read and write children’s names daily. While writing the name, spell each letter aloud and invite children to read the name and spell each letter with you.	✓
Speaking and Listening - Comprehension and Collaboration	
Standard SL.PK.1.a,b Participate in conversations and interactions with peers and adults individually and in small and large groups.	



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ENGLISH LANGUAGE ARTS

New Jersey Early Learning Standard	iStartSmart®
<ul style="list-style-type: none"> ◦ Read and reread favorite books and texts so that children can become familiar enough with the story or text to be successful in identifying important information with some detail. 	✓
Standard SL.PK.2 Ask and answer questions about a text or other information read aloud or presented orally.	
<ul style="list-style-type: none"> ◦ Create a climate of discourse that values conversations, dialogue, questions, and reflections, including “wait-time”. 	✓

LANGUAGE

New Jersey Early Learning Standard	iStartSmart®
Conventions of Standard English	
Standard L.PK.1,a,b,c,d,e,f Begin to understand the conventions of standard English grammar when speaking during interactions and activities. (eg. Understands and can follow simple multi-step directions)	
<ul style="list-style-type: none"> ◦ Ensure that children have interesting opportunities to practice language using plural forms, complete sentences, and question sentences by using props, toys in engaging individual, small and large-group opportunities. 	✓
Vocabulary Acquisition and Use	
Standard L.PK.4,a,b Begin to determine the meanings of new words and phrases introduced through preschool reading and content.	
<ul style="list-style-type: none"> ◦ The new vocabulary introduced in conversations, reading, projects and studies and other activities in context multiple times throughout the day. 	✓

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New Jersey Early Learning Standard	TeachSmart®
Standard 0.1 Children demonstrate self-confidence.	
Provide materials and activities to further learning at the child's development level and to foster feelings of competence.	
◦ 0.1.1 Express individuality by making independent decisions about which materials to use.	✓
◦ 0.1.3 Actively engage in activities and interactions with teachers and peers.	✓
Standard 0.2: Children demonstrate self-direction.	
Facilitate open-ended and child-initiated activities to encourage independence and self-direction.	
◦ 0.1.2 Express ideas for activities and initiate discussions.	✓
◦ 0.1.3 Actively engage in activities and interactions with teachers and peers.	✓
Standard 0.3: Children identify and express feelings.	
Develop children's awareness of a wide range of feelings with appropriate vocabulary during discussions and storytelling.	
◦ 0.3.1 Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.	✓
Standard 0.5: Children exhibit pro-social behaviors.	
Pair or group children to foster friendship.	
◦ 0.5.1 Play independently and cooperatively in pairs and small groups.	✓
◦ 0.5.4 Take turns.	✓
◦ 0.5.5 Demonstrate understanding the concept of sharing by attempting to share.	✓

VISUAL & PERFORMING ARTS

New Jersey Early Learning Standard	TeachSmart®
Standard 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling.	
Provide props and materials that promote materials that promote children's active participation in dramatic play and storytelling.	
◦ 1.3.1 Play roles observe through life experience.	✓



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VISUAL & PERFORMING ARTS

New Jersey Early Learning Standard	TeachSmart®
Standard 1.4: Children express themselves through and develop an appreciation of the visual arts. (e.g., painting, sculpting, and drawing).	
Provide art activities that extend children’s understanding of art techniques and art media.	
<ul style="list-style-type: none"> ◦ 1.4.2 Create two-and three-dimensional works of art while exploring color, line, shape, form, texture, and space. 	✓

HEALTH, SAFETY, AND PHYSICAL EDUCATION

New Jersey Early Learning Standard	TeachSmart®
Standard 2.2: Children begin to develop the knowledge and skills necessary to make nutritious food choices.	
Make learning materials and activities available to reinforce nutritious food choices.	
<ul style="list-style-type: none"> ◦ 2.2.2 Develop awareness of nutritious food choices. 	✓
Standard 2.4: Children develop competence and confidence in activities that require gross- and fine-motor skills.	
Provide classroom learning centers stocked with a wide variety of materials that promote fine-motor skills.	
<ul style="list-style-type: none"> ◦ 2.4.2 Develop and refine fine-motor skills. 	✓

APPROACHES TO LEARNING

New Jersey Early Learning Standard	TeachSmart®
Standard 9.1. Children demonstrate initiative, engagement, and persistence.	
<ul style="list-style-type: none"> • Offer individual, small and large group opportunities throughout the day to express and share ideas and feelings, creating a climate of discourse that values conversations, dialogue, questions, and reflections. • Are fully present with children, identifying and minimizing distractions that detract from working intentionally with individuals and small groups. 	
<ul style="list-style-type: none"> ◦ 9.1.2 Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges. 	✓
<ul style="list-style-type: none"> ◦ 9.1.4 Show persistence when faced with challenging tasks and uncertainty seeking help with appropriate. 	✓
<ul style="list-style-type: none"> ◦ 9.1.5 Bring a teacher-directed or self-directed task, activity or project to completion. 	✓



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APPROACHES TO LEARNING

New Jersey Early Learning Standard	TeachSmart®
Standard 9.2. Children show creativity and imagination.	
Provide opportunities for imaginative play and creative storytelling.	
◦ 9.2.1 Show flexibility in approaching tasks by being open to new ideas.	✓
Standard 9.3. Children identify and solve problems.	
Encourage effective teamwork.	
◦ 9.3.1 Use varied strategies to seek or recall information and to find answers.	✓
Standard 9.4. Children apply what they have learned to new situations.	
Provide time for children to revisit and reflect on their experiences and learning through a variety of methods. Multiple modes of expression can allow all children (dual language learners; children with disabilities to participate in this process.	
◦ 9.4.1 Use prior knowledge to understand new experiences or a problem in a new context.	✓

MATHEMATICS

New Jersey Early Learning Standard	TeachSmart®
Standard 4.1. Children begin to demonstrate an understanding of number and counting.	
Encourage and support attempts to learn to count number to 20 or higher.	
◦ 4.1.1 Count to 20 by ones with minimal prompting.	✓
Include and refer by name to written numbers in the classroom environment during daily routines and in the context of large and small group experiences.	
◦ 4.1.2 Recognize and name one-digit written numbers up to 10 with minimal prompting.	✓
Provide manipulatives and materials (e.g., print and digital material, hand-held devices such as tablets, interactive whiteboards).	
◦ 4.1.3 Know that written numbers are symbols from number quantities and, with support, begin to write numbers from 0 to 10.	✓
Work with children in small groups to help them organize (classify) objects, describe their work, and represent their results.	
◦ 4.1.4 Understand the relationship between number and quantities.	✓



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MATHEMATICS

New Jersey Early Learning Standard	TeachSmart®
Foster one-to-one correspondence throughout the day.	
◦ 4.1.5 Use one to one correspondence to solve problems by matching sets.	✓
Model how to represent and describe data (e.g., “how many”, “more”, “less”, “fewer”, “equal to”).	
◦ 4.1.6 Compare groups of up to 5 objects (e.g., beginning to use terms such as “more,” “less,” and “same”).	✓
Standard 4.2. Children demonstrate an initial understanding of numerical operations.	
<ul style="list-style-type: none"> • Model addition for children by using counting to combine numbers. • Model subtraction for children by using counting to separate quantities of objects. 	
◦ 4.2.1 Represent addition and subtraction by manipulating up to 5 objects.	✓
Develop addition and subtraction stories with small groups of children.	
◦ 4.2.2 Begin to represent simple word problem data in pictures and drawings.	✓
Standard 4.3 Children begin to conceptualize measurable attributes of objects.	
Provide standard and nonstandard measurement materials both indoors and outdoors.	
◦ 4.3.1 Sort, order, pattern, and classify objects by one-measurable.	✓
<ul style="list-style-type: none"> • Invite children to compare and order objects according to measurable attributes (e.g., length, height, weight, and area). • Listen for and extend children’s conversations about long and short, longer and shorter, short and tall, shorter and taller, etc. 	
◦ 4.3.2. Begin to use appropriate vocabulary to demonstrate awareness of the measurable attributes of length).	✓
Standard 4.4 Children develop spatial and geometric sense.	
Use positional words (e.g., over, under, behind, in front of) to describe the relative position of items and people, and encourage the children to use them.	
◦ 4.4.1 Respond to and use positional words (e.g., in, under, between, down, behind).	✓
Introduce vocabulary describing two-and three dimensional shapes and constructions (e.g., circle, square, etc.	
◦ 4.4.2 Use accurate terms to name and describe some two-dimensional shapes and to begin to use accurate terms to name and describe some three-dimensional shapes. (e.g., circle, square, triangle, sphere, cylinder, cube).	✓



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SCIENCE

New Jersey Early Learning Standard	TeachSmart®
Standard 5.4 Children observe and investigate the Earth.	
Provide opportunities for investigating weather phenomena (e.g., recording daily changes in weather, observing cycles of seasonal changes, discussing characteristics of different kinds of weather).	
◦ 5.4.3 Observe and record weather.	✓
Standard 5.5 Children gain experience in using technology.	
Provide and assist students with identifying and using appropriate tools and technology in support of their science investigations.	
◦ 5.5.1 Identify and use basic tools and technology to extend explorations in conjunction with science investigations (e.g., computers)	✓

SOCIAL STUDIES, FAMILY, AND LIFE SKILLS

New Jersey Early Learning Standard	TeachSmart®
Standard 6.2 Children become contributing members of the classroom community.	
Involve children in developing a few simple rules with an emphasis on positive rules.	
◦ 6.2.1 Demonstrate understanding of rules by following most classroom routines.	✓
Establish classroom routines and involve children in the upkeep of the classroom.	
◦ 6.2.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.	✓
Plan activities and routines that encourage cooperation and collaboration (e.g., classroom murals, pair-painting, buddy system).	
◦ 6.2.3 Demonstrate appropriate behavior when collaborating with others.	✓
Standard 6.3 Children demonstrate knowledge of neighborhood and community.	
Provide materials, literature, and activities that explore different types of homes.	
◦ 6.3.1 Develop and awareness of the physical features of the neighborhood/community.	✓
Invite visitors with community service roles into the class.	
◦ 6.3.2. Identify, discuss and role-play the duties of a range of community workers.	✓



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TECHNOLOGY

New Jersey Early Learning Standard	TeachSmart®
Standard 8.1 Navigate simple on screen menus.	
Never formally “teach” technology skills and competencies. Instead set the stage for successful experimentation by providing the materials, introducing them, and being available to lend support.	
◦ 8.1.2 Navigate the basic function of a browser.	✓
Standard 8.2 Use electronic devices independently.	
<ul style="list-style-type: none"> • Look for activities that give children ways to “accidentally succeed”, providing instant feedback and fostering feelings of control. • Make technology accessible to all children, including English Language Learners, and to use it to as an accommodation for an individual child with social needs. 	
◦ 8.2.5 Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.	✓
Standard 8.3. Begin to use electronic devices to communicate.	
Set the stage for highly social, active learning by choosing activities that encourage more than one child to play together.	
◦ 8.3.1 Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words.	✓

ENGLISH LANGUAGE ARTS

New Jersey Early Learning Standard	TeachSmart®
Reading Informational Text	
Standard RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem.	
◦ Embed ongoing strategies to clarify new word meanings during read aloud, small group activities, conversations, play, or writing.	✓
Standard RL.PK.4 With prompting and support, ask and answer questions about unfamiliar words in informational text.	
◦ Model and encourage questions about unfamiliar words in a text and point out the context clues.	✓
Standard RI.PK.5 Identify the front and back cover of a book.	
◦ Connect the role of the author and illustrator (or photographer) of children’s favorite informational books to children’s writing.	✓



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ENGLISH LANGUAGE ARTS

New Jersey Early Learning Standard	TeachSmart®
Standard RI.PK.6 With prompting and support, identify the role of the author and illustrator in presenting ideas in informational text.	
<ul style="list-style-type: none"> Connect the role of author and illustrator (or photographer) of children’s favorite informational books to children’s writing activities. 	✓
Standard RL.PK.6 With prompting and support, identify the role of author and illustrator in telling the story.	
<ul style="list-style-type: none"> Connect the role of author and illustrator of a book read aloud to the work of the child in writing and art centers. 	✓
Reading Foundational Skills - Print Concepts	
Standard RF.PK.1. a,b,c,d Begin to demonstrate understanding of basic features of print.	
<ul style="list-style-type: none"> Draw children’s attention to the functions and features of print during read aloud discussions, small group activities, and incidentally throughout the day. 	✓
<ul style="list-style-type: none"> Display printed labels and other print examples throughout the classroom environment that has meaning to children during their daily activities. 	✓
Reading Foundational Skills- Phonological Awareness	
Standard PF.PK.2.a,b,c,d,e Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes).	
<ul style="list-style-type: none"> Use rhythm sticks, claps, snaps, or body motions to segment the syllables in children’s names and other words. 	✓
<ul style="list-style-type: none"> Engage children in activities, read storybooks and poems, sing songs and chants that have repetitive patterns, alliterations, rhymes and refrains that are engaging and playful. 	✓
<ul style="list-style-type: none"> Draw children’s attention to the sounds children hear in words. 	✓
<ul style="list-style-type: none"> Provide activities where children sound match. 	✓
Reading Foundational Skills - Phonics and Word Recognition	
Standard RF.PK.3.a,b,c,d Demonstrate an understanding of beginning phonics and word skills.	
<ul style="list-style-type: none"> Encourage participation with materials and promote identification of the letters of the alphabet including alphabet books, charts, blocks, games and puzzles. 	✓
<ul style="list-style-type: none"> Provide name game activities (e.g., recognize child’s name with and without graphic support, differentiate among names, visually match specific letters) throughout the day for children to learn to recognize their names and the letters in their name. 	✓



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ENGLISH LANGUAGE ARTS

New Jersey Early Learning Standard	TeachSmart®
◦ Find opportunities to read and write children's names daily.	✓

WRITING

New Jersey Early Learning Standard	TeachSmart®
Writing - Text Types and Purposes	
Standard W.PK.2 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.	
◦ Model teacher writing in a variety of genres throughout the day and encourage children's writing.	✓
◦ Take dictation for a child by writing exactly what the child says and making sure the child can see what you are writing. Read the dictation back to the child tracking the words with a finger.	✓
◦ Encourage individual or small groups of children's writing at the writing center and other centers independently or with teacher support.	✓
Writing - Production and Distribution of Writing	
Standard WPK-5 With guidance and support, use digital tools to express ideas.	
◦ Respond positively to all writing efforts at all levels and display children's writing.	✓
◦ Provide a variety of writing tools throughout the classroom.	✓
Speaking and Listening - Comprehension and Collaboration	
Standard SL.PK.1.a,b Participate in conversations and interactions with peers and adults individually and in small and large group.	
◦ Create a climate of discourse that values conversations, dialogue, questions, and reflections, including "wait-time".	✓
Speaking and Listening - Presentation of Knowledge and Ideas	
Standard SL.PK.4. Begin to describe familiar people, places, things and events and sometimes with detail.	



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WRITING

New Jersey Early Learning Standard	TeachSmart®
<ul style="list-style-type: none"> ◦ Offer individual, small or large group opportunities throughout the day to express and share activities, ideas, feelings, or other information in a classroom climate that values discourse. 	✓

LANGUAGE

New Jersey Early Learning Standard	TeachSmart®
Conventions of Standard English	
Standard L. PK.1. a,b,c,d,e,f Begin to understand the conventions of standard English grammar when speaking during interactions and activities. a.) Print many alphabet letters, f.) Begin to speak in complete sentences, g.) Understands and can follow simple multi-step directions.	
<ul style="list-style-type: none"> ◦ Ensure that children have interesting opportunities to practice language using plural forms, complete sentences, and question sentences by using props and toys in engaging individual, small and large group opportunities. 	✓
<ul style="list-style-type: none"> ◦ Provide individual support to each child to write their name on their work throughout the day. 	✓
Standard L.PK.2.a,b,c,d Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day.	
<ul style="list-style-type: none"> ◦ Draw children's attention to examples of written words with pictures at eye level including children's drawings and writing, teacher and child-generated writing, class-generated books that exemplify varied purposes of writing and provide written models for children to refer to if needed during writing activities. 	✓
Vocabulary Acquisition and Use	
Standard L.PK.4.a,b Begin to determine the meaning of new words and phrases introduced through preschool reading and content.	
<ul style="list-style-type: none"> ◦ Use new vocabulary introduced in conversations, reading, projects and studies and other activities in context multiple times throughout the day. 	✓