

Child Will Demonstrate Effective Personal and Social Skills

New Mexico Early Learning Standard	TeachSmart®
A. Child will interact with peers and adults and show increasing ability to maintain social relationships and demonstrate in play.	
◦ Makes eye contact as culturally appropriate.	✓
◦ Joins other children in mutual play.	✓
◦ Initiates play with one or more other children.	✓
◦ Uses words or gestures to indicate desire for closeness, acknowledgment and interaction (e.g., asks for hugs, gestures to sit on an adult’s lap, waves hello or good-bye).	✓
◦ Increasingly uses turn taking.	✓
◦ Initiates interaction with peers and adults.	✓
◦ Engages in pretend play with peers expressing closeness, nurturing, or care, (e.g., taking care of a stuffed animal).	
◦ Engages in pretend play with peers and/or adults expressing assertiveness, curiosity and exploration (e.g., monsters chasing, cars racing, examining dolls “bodies”).	✓
◦ Demonstrates increasingly complex play sequences.	✓
◦ Forms several friendships with peers.	✓
B. Child will demonstrate appropriate assertion, affect/emotion and problem-solving skills in interaction with others.	
◦ Uses words or complex social gestures to express needs or feelings.	✓
◦ Uses language, rather than inappropriate social behavior, to express feelings.	✓
◦ Follows rules, responds to limits, and seeks to resolve conflict.	✓
◦ Exhibits attachment behavior, assertiveness, and exploration such as seeking comfort, support or interaction (e.g., cuddling with a person, blanket, pet or toy; finding a quiet area; requesting comfort; crying).	
◦ Knows how to get what he wants with verbal or gestural communication such as negotiating to play with a particular toy.	✓
◦ Demonstrates appropriate reactions to strangers (e.g., not accepting rides or gifts, seeking familiar adult for help, understanding limits of touch).	



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C. Child will demonstrate self concept, self awareness, and appropriate self-esteem.	
◦ Identifies self by name, gender, and age (e.g., “I’m a boy,” “I’m not a baby”).	✓
◦ Identifies self as part of family and social groups (e.g., This is my brother and this is my big sister).	✓
◦ Shows pleasure in accomplishments (e.g., “Look at what I did!”).	✓
◦ Begins awareness of healthy life choices (e.g., choosing positive friendships, putting seatbelt on, staying out of the way of swings, identifying healthy snacks).	✓
D. Child will demonstrate increasingly effective self-regulation of behavior and emotions.	
◦ Perseveres at a task.	✓
◦ Maintains calm and focus.	✓
◦ Works independently.	✓
◦ Exhibits impulse control and self regulation in relation to others (e.g., waits for turn, shows patience after requesting caretaker’s attention, tolerates transition, stays in a group, anticipates and participates in routine activities).	✓
◦ Comforts self and identifies emotions (e.g., goes to a quiet area when upset, says “I’m mad” or “I’m sad”).	✓

Children Will Participate as Active and Effective Learners.

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A. Child will demonstrate logical reasoning and problem-solving skills through play and daily activities.	



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◦ Describes how things change (e.g., ice melting, popcorn popping, plants growing from seeds).	
◦ Demonstrates understanding of cause/effect relationships (e.g., explains that plants die without water, uses switch toys, electric wheelchair, jack in the box toy).	
◦ Completes increasingly complex puzzles (e.g., interlocking puzzles, computer-generated puzzles.)	
◦ Describes/plans a sequence of events, verbally or otherwise (e.g., making a sandwich, getting dressed).	✓
◦ Demonstrates increasingly complex play sequence.	
B. Child will demonstrate interest in learning new things through natural curiosity, exploration, and discovery in home, school, and community.	
◦ Explores the environment of the home, school and community.	
◦ Asks questions to extend understanding.	✓
◦ Observes and examines natural phenomenon through the senses.	
◦ Stays with a task (e.g., perseverance, persistence).	✓
◦ Cuts or snips paper with scissors.	
◦ Manipulates computer controls (e.g., keys, mouse).	✓
◦ Tries new activities (e.g., climbing a big slide, crawling through a cloth tunnel, moving in a new way for that particular child, as in rolling over for a child unable to roll).	
◦ Uses paintbrushes, crayons, markers to draw/copy simple pictures and shapes.	✓
◦ Combines activities, materials, and equipment in new ways (e.g., making forts from blankets and chairs).	
◦ Explores a variety of creative materials (e.g., Play-Doh, finger paint, shaving cream)	✓
C. Child will demonstrate conceptual and practical (real life) understanding of early literacy and math skills/ concepts during play and daily activities.	

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◦ Uses pretend writing (e.g., circles, lines, scribbles, letters) in the context of play.	✓
◦ Recognizes own name and common signs and logos (e.g., road signs, cereal box names).	✓
◦ Acts out familiar stories and songs.	✓
◦ Demonstrates book handling skills, pretends to read books.	
◦ Uses measurement implements in sand and water play.	
◦ Orders objects from smallest to largest.	✓
◦ Shows understanding of early time concepts in daily routines (e.g., what happens next in the day, now/after, yesterday/tomorrow).	✓
◦ Demonstrates knowledge and use of numbers for rote counting to 10, counting objects using one-to-one correspondence, grouping quantities 1 – 3.	✓
◦ Demonstrates knowledge and use of descriptive words for size, amount, comparisons (e.g., “more or less,” “big or little.”)	✓
◦ Demonstrates knowledge and use of concepts related to shape and classification.	✓

Children Will Communicate Optimally and Effectively in a Variety of Settings.

New Mexico Early Learning Standard	TeachSmart®
A. Child will use gestures, sounds, words, or sentences to convey wants and needs or to express meaning to others.	
◦ Participate in back and forth conversation.	✓
◦ Use words or gestural signals to engage others.	✓
◦ Expresses feelings or emotions using words or gestures that others can interpret (e.g., expresses feelings of pleasure, sadness).	✓
◦ Produces speech or signs that the listener understands without further information.	✓
◦ Engages in conversations that develop a thought or idea (e.g., explains how something works).	✓
◦ Asks questions that extend own understanding (e.g., “Why?”)	✓
◦ Conveys wants and needs using sufficient vocabulary.	✓
◦ Produces speech that is 90% intelligible.	✓
◦ Begins to recount personal experiences.	✓
◦ Tells a story about self or environment with minimal prompting.	✓
◦ Begins to demonstrate increasing competence with the structure of language, although language may contain occasional grammatical errors.	✓
◦ Begins to take responsibility for how others understand him/her.	✓
B. Child will respond to others’ communication with appropriate actions or communicative reply.	
◦ Understands names for common actions and expressions.	✓
◦ Shows understanding through body language when listening to familiar music, videos, or books.	
◦ Follows unrelated two-step request.	✓
◦ Recognizes rhyming words and rhythms.	✓

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<ul style="list-style-type: none"> ◦ Begins to infer information based on what he/she hears and sees (e.g., someone got wet because it must be raining outside). 	✓
<ul style="list-style-type: none"> ◦ Responds to hints (e.g., demonstrating understanding of the topic that isn't specifically named.) 	✓
<ul style="list-style-type: none"> ◦ Answers a specific question. 	✓
C. Child will initiate, respond to and, maintain reciprocal social interactions with peers and adults in a variety of settings.	
<ul style="list-style-type: none"> ◦ Engages in discussion about book, activity, etc. 	✓
<ul style="list-style-type: none"> ◦ Uses language to maintain theme of pretend or cooperative play, verbally or otherwise. 	✓
<ul style="list-style-type: none"> ◦ Replies to open-ended questions with expansive responses. 	✓
<ul style="list-style-type: none"> ◦ Expresses needs, wishes, and feelings through words, signs, gestures, or the use of an assistive device in a manner that is understood. 	✓
<ul style="list-style-type: none"> ◦ Initiates, responds to, and maintains interaction with peers, teachers, and family members. 	✓
<ul style="list-style-type: none"> ◦ Uses a variety of verbal and nonverbal language functions to: <ul style="list-style-type: none"> • Satisfy needs or desires • Control the behavior of others • Define or participate in social interchange • Express personal opinions or feelings • Engage in fantasy • Obtain information • Provide information 	✓
<ul style="list-style-type: none"> ◦ Communicates differently depending on listener age, familiarity, position, etc. 	✓
<ul style="list-style-type: none"> ◦ Uses terms of politeness. 	✓
<ul style="list-style-type: none"> ◦ Communicates for social pleasure. 	✓
<ul style="list-style-type: none"> ◦ Demonstrates turn taking in conversation. 	✓

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D. Child will demonstrate understanding of conversational rules or devices and increasing awareness of social aspects of discourse.	
◦ Answers in a method appropriate to the child (e.g., sign, speech, eye gaze).	✓
◦ Volunteers to communicate.	✓
◦ Attends to and acknowledges the speaker.	✓
◦ Takes turns.	✓
◦ Specifies, changes, and maintains a topic.	✓
◦ Asks conversational questions and gives expanded answers.	✓
◦ Requests and provides clarification.	✓
◦ Demonstrates understanding of the cooperative principle.	✓
◦ Engages in dialogue beyond a few turns.	✓
◦ Comprehends and uses simple pronouns and prepositions.	

Children Will Use Their Bodies Optimally to Explore, Negotiate and Manipulate the Environment.

New Mexico Early Learning Standard	TeachSmart®
A. The child negotiates the home, school and community environment safely and with increasing proficiency.	
◦ Maneuvers around objects/other people without bumping into them.	
◦ Maneuvers wheelchair or other assistive equipment on level terrain independently, progressing to easy ramps, slightly uneven terrain.	
◦ Climbs familiar stairs and tries new stairs/ladders progressing from placing both feet on each step to alternating feet.	
◦ Keeps up with peers when moving through the environment, (e.g., walking to library, running moving on playground).	

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New Mexico Early Learning Standard	TeachSmart®
<ul style="list-style-type: none"> ◦ Pedals a tricycle. 	
<ul style="list-style-type: none"> ◦ Maneuvers on playground equipment. 	
<ul style="list-style-type: none"> ◦ Maneuvers through obstacle course (e.g., playland, school halls, home environment). 	
<ul style="list-style-type: none"> ◦ Recognizes potentially hazardous or dangerous situations when moving through the environment. 	
<p>B. The child shows increasing confidence in balance/motor control and motor planning ability.</p>	
<ul style="list-style-type: none"> ◦ Jumps forward keeping feet together, increasingly greater distances. 	
<ul style="list-style-type: none"> ◦ Runs and stops quickly or can start and stop a wheelchair quickly. 	
<ul style="list-style-type: none"> ◦ Speeds up and slows down when necessary. 	
<ul style="list-style-type: none"> ◦ Catches a large ball with two hands, kicks a playground—sized ball with directionality, throws a tennis ball both overhand and underhand. 	
<ul style="list-style-type: none"> ◦ Knows how to get to familiar places at home/school and can follow directions to go to another room and return with a requested object independently. 	
<ul style="list-style-type: none"> ◦ Climbs on age appropriate playground equipment and uses good coordination. 	
<ul style="list-style-type: none"> ◦ Maneuvers through playground equipment/obstacle courses. 	
<ul style="list-style-type: none"> ◦ Participates in pool or water activities (e.g., pool, bath, water table). 	
<ul style="list-style-type: none"> ◦ Uses wheel toys (e.g., pulling wagon, riding tricycle or scooter). 	
<ul style="list-style-type: none"> ◦ Performs movement activities to music or group activities (e.g., animal walks, rhythm instruments). 	
<ul style="list-style-type: none"> ◦ Sits in a chair for extended periods of time. 	
<ul style="list-style-type: none"> ◦ Shows increasing endurance for prolonged activities (e.g., classroom project, family dinner, outings, and field trips). 	

Children Will Use Their Bodies Optimally to Explore, Negotiate and Manipulate the Environment.

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<ul style="list-style-type: none"> Plans, verbally or otherwise, how to perform a functional activity (e.g., how to make a sandcastle, how to cross the street). 	✓
C. Child demonstrates increasing skill with tabletop activities.	
<ul style="list-style-type: none"> Manipulates Play-Doh, Clay, and/or water, bean, sandtable. 	
<ul style="list-style-type: none"> Actively participates in a craft or art activity. 	
<ul style="list-style-type: none"> Manipulates writing and/or painting utensils (e.g., sponge, paint brush, pencil). 	✓
<ul style="list-style-type: none"> Manipulates increasingly complex puzzles. 	✓
<ul style="list-style-type: none"> Actively attends to and follows instructions for a task. 	✓
<ul style="list-style-type: none"> Manipulates increasingly complex puzzles. 	✓
<ul style="list-style-type: none"> Activates and manipulates computer devices. 	✓
D. Child demonstrates increasing skill level by manipulating or playing with toys or devices.	
<ul style="list-style-type: none"> Activates and manipulates switch toys or communication devices. 	
<ul style="list-style-type: none"> Manipulates increasingly smaller size toys with increasing skill level. 	
<ul style="list-style-type: none"> Explores new ways to manipulate toys and combine them with other toys and/or objects. 	
<ul style="list-style-type: none"> Uses objects as props in pretend play (e.g., hats for different roles, blocks for food). 	

Children Will Demonstrate Optimal Independence in Areas of Daily Life

New Mexico Early Learning Standard	TeachSmart®
A. The child actively participates in mealtime activities with increasing independence.	
◦ Drinks liquids through a straw.	
◦ Washes hands at the sink and dries them on a towel.	
◦ Uses cup/sippy cup for drinking.	
◦ Feeds self (e.g., finger food, uses utensils).	
◦ Explores new food textures and tastes.	
◦ Demonstrates table manners appropriate to setting (e.g., asking for more, using “Please” and “Thank you”, passing bowl to neighbor).	
◦ Pours small amount of liquid with little spilling.	
B. The child actively participates in dressing.	
◦ Takes off or pulls down clothes when appropriate (e.g., bathroom, changing clothes, bath time).	
◦ Takes off and begins to put on socks and shoes.	
◦ Puts on and takes off coat or jacket.	
◦ Puts on and takes off play or drew-up clothes.	
◦ Manipulates clothes fasteners (e.g., zippers, buttons, snaps, Velcro).	
C. Child actively participates in self care.	
◦ Appropriately coughs, sneezes, and cries.	
◦ Assists with blowing nose or wiping face.	
◦ Washes hands, face and body.	✓

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New Mexico Early Learning Standard	TeachSmart®
◦ Brushes teeth with adult supervision.	
◦ Uses toilet or assists with diaper routine.	
◦ Demonstrates bladder control to toilet independently or with assistance during the day and night.	
◦ Demonstrates bowel control to toilet independently or with assistance during the day and night.	
◦ Bathes with adult supervision.	
D. Child actively participates in self safety.	
◦ Recognizes when to get out of danger (e.g., moves out of the way of others, identifies safety hazards in play or real life).	
◦ Observes age appropriate safety routines (e.g., waits at street corner with adult, avoids electrical outlets).	
◦ Communicates safety concerns to others (e.g., “something’s burning”, noting a stranger, concern for others).	
◦ Requests assistance in unsafe situations (e.g., avoiding strangers, fire, strange animals).	
◦ Follows adult supervised safety routines (e.g., fire drills, street crossing).	
◦ Avoids environmental hazards (e.g., extreme hot or cold objects, poison labels, electrical outlets, arroyos and ditches, firearms, sharp objects).	
E. Child shows awareness of roles of community helpers.	
◦ Identifies community roles (e.g., policeman, fireman, nurse, doctor, dentist).	✓
◦ Knows where to seek appropriate help (e.g., parent, teacher, policeman).	✓
F. Child will demonstrate adequate sensory processing to carry out skills of daily life.	
◦ Sits in groups or stands in line without aggression.	✓
◦ Attends to group or activity without leaving or losing focus as age appropriate.	✓



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New Mexico Early Learning Standard	TeachSmart®
◦ Comfortably maneuvers in activities that challenge balance.	
◦ Works with messy materials (e.g., glue, bubbles, pudding).	
◦ Tolerates various levels of noise and light in the environment.	
◦ Tolerates a variety of textures and tastes in food.	
◦ Tolerates grooming routines.	
◦ Increasingly tolerates a variety of clothing (e.g., wearing paint smock, wearing a jacket or hat when needed.)	

Children Will Engage in a Variety of Meaningful Literacy Experiences.

New Mexico Early Learning Standard	TeachSmart®
A. Children will give and receive nonverbal and verbal messages to attach meaning to experiences, events, and interactions.	
◦ Understands names of familiar people and objects.	✓
◦ Attends to adults' conversations.	✓
◦ Labels objects and people.	✓
◦ Understands and responds to command and other conversation.	✓
◦ Interprets, attaches meaning and reacts to nonverbal behavior.	✓
◦ Listens to stories, rhymes and music.	✓
◦ Uses gestures, facial expressions, body, and words to make wants and needs known and to express moods and feelings.	✓
◦ Asks and responds to questions.	✓
◦ Plays with language sounds.	✓

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New Mexico Early Learning Standard	TeachSmart®
◦ Pretends; acts out behaviors and actions of adults and others.	✓
◦ Imitates motions of others (e.g., finger play actions, motions with music, claps or taps).	✓
◦ Represents things, ideas and experiences using pictures.	✓
◦ Pantomimes.	
◦ Understands that writing is a way of communicating.	✓
◦ Dictates thoughts and ideas to others.	✓
◦ Recounts or retells experiences and/or stories, sequencing two, three, or four events.	✓
◦ Tells and re-tells stories using a variety of methods (felt/flannel story boards, round robins, auto taping, dance, puppets, videotaping).	✓
◦ Describes his/her symbolic representations using blocks, art materials, manipulatives, etc., of the environment to others.	
B. Children will experience written language function.	
◦ Listens to nursery rhymes, songs and stories.	✓
◦ Recites nursery rhymes and sings songs.	✓
◦ Looks at/studies pictures/illustrations in books, magazines, newspapers, billboards, cereal boxes, etc.	✓
◦ Selects books they would like to have an adult read to them.	
◦ “Pretends” to read by holding a book, turning pages and making up a story.	
◦ Relates objects or actions in books to the real world.	✓
◦ Shows familiarity with text (e.g., says a word or phrase that goes with a page of text as soon as s/he sees the illustration).	✓
◦ Dramatizes parts of stories.	✓

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◦ Retells parts of repetitive texts of stories.	
◦ Talks about characters and events in storybooks in ways that suggest understanding of what has been read.	✓
◦ Relates events in stories to his/her own life.	✓
◦ Asks adults what a particular printed word on a sign, in a book, magazine or on a cereal box says.	✓
◦ Recognizes environmental signs and symbols (STOP, K-MART, etc.)	✓
◦ Uses pictures cues to recall or predict story events.	✓
C. Children will demonstrate auditory and visual discrimination and knowledge of the letter-sound relationship.	
◦ Makes auditory discriminations of sounds in the environment.	✓
◦ Shows interest in alphabet and one-letter books.	✓
◦ Shows interest in magnetic letters, blocks with letters, etc	✓
◦ Demonstrates awareness of sound qualities (e.g., loud/soft, high/low pitch, near/far, abrupt/sustained).	
◦ Uses a variety of writing, drawing, and painting tools.	✓
◦ Recognizes shapes in the environment and in printed materials.	✓
◦ Completes a variety of fine motor activities successfully (e.g., puzzles, bead string, peg boards).	✓
◦ Draws simple lines and shapes.	✓
◦ Recites the alphabet or sings the alphabet song.	✓
◦ Names some letters.	✓
◦ Recognizes some letters in own name.	✓

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◦ Points to some letters named by another person or matches some letter symbols to their name.	✓
◦ Recognizes own name in print.	✓
◦ Recognizes rhyming words.	✓
◦ Rhymes words.	✓
◦ Takes an interest in forming letters.	✓
◦ Demonstrates awareness of alliterations (words that start with the same sound).	✓
◦ Demonstrates an understanding that there is a systematic relationship between letters and sounds.	✓
◦ Matches objects, sounds, etc.	✓
◦ Identifies similarities and differences among people, objects, symbols, etc.	✓
◦ Recognizes patterns in language (e.g., predictable books such as Brown Bear).	✓
D. Children will demonstrate independent reading and writing behaviors.	
◦ Displays enjoyment of and interest in books (e.g., chooses books independently, requests re-reading of favorite books, talks about books they like).	✓
◦ Uses a variety of writing tools and surfaces to create “pictures,” simple lines and shapes.	✓
◦ Shows an awareness that the text of a favorite book stays the same for each reading.	✓
◦ Recognizes parts of stories that are connected to their own experiences.	✓
◦ Describes own drawing or tells a story about them.	✓
◦ Dictates stories to accompany their own drawings.	✓
◦ Imitates reading and writing behaviors.	✓

Children Will Engage in a Variety of Meaningful Literacy Experiences.

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<ul style="list-style-type: none"> ◦ Uses literacy materials provided in play centers in meaningful ways. 	
<ul style="list-style-type: none"> ◦ Identifies signs and labels in the environment. 	✓
<ul style="list-style-type: none"> ◦ Sight-reads one or two words such as “STOP”, “YES”, “NO”, “MOM”. 	
<ul style="list-style-type: none"> ◦ Uses his//her knowledge of phonological relations to write words using “invented spelling” (e.g., writes bk for the word bike). 	✓
<ul style="list-style-type: none"> ◦ Uses adaptive means to express ideas or communicate about reading and writing behaviors. 	✓
<ul style="list-style-type: none"> ◦ Shows book handling knowledge; turning pages from front to back, recognizing where print begins on a page, following print from left to right. 	