

# The Tennessee Early Learning Standards Correlated to TeachSmart® by Hatch®

## Approaches to Learning Standards

Four-year-old Approaches to Learning Standards (AL.PK)	TeachSmart®
With eagerness and curiosity actively engage in play as means of exploration & learning	
AL.PK.1. Independently interact with a variety of materials through multiple play activities	✓
AL.PK.2. Self-select play activities to support own curiosity and to engage in pretend and imaginative play (e.g., testing theories, acting out imagination)	✓
AL.PK.3. Demonstrate an awareness of connection between prior and new knowledge	✓
Approach tasks and activities with flexibility and inventiveness	
AL.PK.4. Choose materials/props and use novel ways to represent ideas, characters, and objects in a move toward symbolic play	
AL.PK.5. Seek additional clarity to further own knowledge (e.g., asks what, how, why, when, where, and/or what if)	
AL.PK.6. Demonstrate a willingness to engage in new experiences and activities	✓
Actively engage in problem solving	
AL.PK.7. Identify a problem and attempt multiple ways to solve it, with or without assistance	✓
AL.PK.8. Demonstrate a willingness to collaborate with others to solve a problem	✓
Demonstrate Persistence	
AL.PK.9. Maintain focus appropriate to completing task and/or learning activity	✓
AL.PK.10. Seek assistance and/or information when needed to complete a task	✓

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## Social Emotional Standards

Four-year-old Social Emotional Standards (SE.PK)	TeachSmart®
<b>Self Concept</b>	
SE.PK.1. Describe self using several different identifying characteristics and/or unique qualities (abilities, interests, gender, culture, etc.)	
SE.PK.2. Develop a basic awareness of self as an individual, self within the context of family and self within the context of community	
SE.PK.3. Display sense of accomplishment, contentment, and acknowledgement when completing a task or solving a problem	
<b>Relationship with Adults</b>	
SE.PK.4. Interact and develop positive relationships with significant adults (e.g., primary caregivers, teachers, and other familiar adults)	✓
SE.PK.5. Seek and accept guidance from primary caregivers, teachers, and other familiar adults	✓
<b>Relationship with Peers — develop positive relationships with peers</b>	
SE.PK.6. Initiate play and interact positively with another child or children	✓
SE.PK.7. Develop friendship skills (e.g., help, share, take turns, give compliments, etc.) with increasing ease and comfort to sustain interaction by cooperating, helping, and suggesting new ideas for play	✓
SE.PK.8. Show empathy and caring for others	✓
<b>Regulate own response to needs, feelings, and events</b>	
SE.PK.9. Express feelings, needs, opinions, and desires in a way which is appropriate to the situation	✓
SE.PK.10. Appropriately name types of emotions (e.g., happy, sad, frustrated, etc.) and associate them with different facial expressions, words, and behaviors	✓
SE.PK.11. Demonstrate ability to modify behavior in different situations using multiple problem solving strategies (e.g., trade, take turns, share, wait, etc.) with or without adult guidance and support	✓

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Four-year-old Social Emotional Standards (SE.PK)	TeachSmart®
<b>Understand and follow rules and routines</b>	
SE.PK.12. Demonstrate an understanding of rules through actions and conversations	✓
SE.PK.13. Engage easily in routine activities (e.g., large group, small group, center time, etc.)	✓
SE.PK.14. Use materials purposefully, safely, and respectfully as set by group rules	✓

## Reading Informational Text

Four-year-old Reading Informational Text Standards (RI.PK)	TeachSmart®
<b>Key Ideas and Detail</b>	
RI.PK.1. With guidance and support, ask and answer questions about informational text	
RI.PK.2. With guidance and support, recall important facts from informational text	
RI.PK.3. With guidance and support, relate informational text to personal experience or other text	
<b>Craft and Structure</b>	
RI.PK.4. Expand vocabulary by participating in discussions or answering questions, about unfamiliar words in informational text	
RI.PK.5. Identify that the title of the book is found on the front cover	✓
RI.PK.6. With guidance and support, identify the role of the author and the illustrator	✓
RI.PK.7. With guidance and support, use illustrations to describe characters, settings or predict events in the story	✓

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## Reading Informational Text

Four-year-old Reading Informational Text Standards (RI.PK)	TeachSmart®
<b>Integration of Knowledge or Ideas</b>	
RI.PK.8. (Begin in Kindergarten)	
RI.PK.9. With guidance and support, identify the similarities and differences between books on the same topic	
<b>Range of Reading and Text Complexity</b>	
RI.PK.10. Actively listen and participate in small and large group activities when informational text is read aloud or discussed	

## Reading Literature Standards

Four-year-old Reading Literature Standards (RL.PK)	TeachSmart®
<b>Key Ideas and Detail</b>	
RL.PK.1. With guidance and support, ask, and answer questions about text read aloud	✓
RL.PK.2. With guidance and support, recall important facts to retell a story in sequence	✓
RL.PK.3. With guidance and support, identify major characters, settings, and events from a story or nursery rhyme	✓
<b>Craft and Structure</b>	
RL.PK.4. Expand vocabulary by asking and answering questions about unfamiliar words in a story or nursery rhyme read aloud	✓
RL.PK.5. With guidance and support, identify common text as a story book, nursery rhyme, or poem	✓
RL.PK.6. With guidance and support identify the role of the author and the illustrator	✓

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## Reading Literature Standards

Four-year-old Reading Literature Standards (RL.PK)	TeachSmart®
<b>Integration of Knowledge or Ideas</b>	
RL.PK.7. With guidance and support, use illustrations to describe characters, settings, or predict events in the story	✓
RL.PK.8. (not applicable to literature)	
RL.PK.9. With guidance and support, relate the story to previous stories or one's life experiences	✓
<b>Range of Reading and Text Complexity</b>	
RL.PK.10. Actively listen and participate in small and large group activities when literature is read aloud or discussed	✓

## Reading Foundational Skills

Four-year-old Reading Literature Standards (RF.PK)	TeachSmart®
<b>Print Concepts</b>	
RF.PK.1. Demonstrate understanding of basic features of print	✓
RF.PK.1a. Handle books respectfully and appropriately, right-side-up and turning pages one at a time, front to back	✓
RF.PK.1b. Recognize spoken words can be written and read	✓
RF.PK.1c. With guidance and support, understand that words are made up of alphabet letters which have individual names and are written in a specific sequence	✓
RF.PK.1d. Recognize frequently occurring uppercase letters and some of the most frequently occurring lowercase letters	✓

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## Reading Foundational Skills

Four-year-old Reading Literature Standards (RF.PK)	TeachSmart®
<b>Phonological Awareness</b>	
RF.PK.2. Demonstrate increasing understanding of spoken words, syllables, and sounds (phonemes)	✓
RF.PK.2a. Recognize rhyming words in spoken language	✓
RF.PK.2b. With guidance and support, count and name the number of individual words in a spoken sentence	✓
RF.PK.2c. With guidance and support, count, pronounce, blend, and segment syllables in spoken words	✓
RF.PK.2e. With guidance and support, identify whether or not two words begin with the same sound	✓
<b>Phonics and Word Recognition</b>	
RF.PK.3. Demonstrate word awareness by identifying familiar words in books and environment	
RF.PK.3a. Demonstrate developing basic knowledge of letter-sound correspondence association by beginning to match the name and initial sound of some consonant letters such as in own name, classmates' names, or common words.	✓
RF.PK.3b. (Begin in Kindergarten or when individual child is ready)	
RF.PK.3c. Recognize own name in print and some other common symbols and words in the environment (e.g., classmates' names, STOP, GO, etc.)	✓
RF.PK.3d. With guidance and support, distinguish between words with the same and different first letter sounds	✓
<b>Fluency</b>	
RF.PK.4. Demonstrate an awareness of story events and overall theme in picture books, by using illustrations (observing and discussing) to support "reading" the words in the text	

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## Writing Standards

Four-year-old Writing Standards (W.PK)	TeachSmart®
<b>Text Type and Purposes</b>	
W.PK.1. With guidance and support, use a combination of drawing, dictating, and emergent writing to express a preference or opinion about a specific topic or text	
W.PK.2. With guidance and support, use a combination of dictating and drawing to explain information about a familiar topic	
W.PK.3. With guidance and support, use a combination of drawing and dictating emergent writing to tell a real or imagined story	
<b>Production and Distribution of Writing</b>	
W.PK.5. (Begin in Kindergarten or when individual child is ready)	
W.PK.6. With guidance and support from adults, explore a variety of digital tools (e.g., computers, smart board and tables, iPads, phones, etc.), to convert oral messages and ideas into words and/or pictures	✓
<b>Research to Build and Present Knowledge</b>	
W.PK.7. With guidance and support, participate in shared research and emergent writing projects (e.g., explore a number of books by a favorite author and express opinions about them)	
W.PK.8. With guidance and support from adults, recall information from experiences or gather information from provided sources (e.g., books, internet, classroom guests), to answer a question	✓

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## Speaking and Listening Standards

Four-year-old Writing Standards (SL.PK)	TeachSmart®
<b>Comprehension and Collaboration</b>	
SL.PK.1. Participate in collaborative conversations with diverse partners during daily routines and play	✓
SL.PK.1a. Observe and use appropriate ways of interacting in a group (e.g., taking turns in talking, listening to peers, waiting to speak until another person is finished talking, asking questions and waiting for an answer)	✓
SL.PK.1b. Engage in a conversation, striving for five exchanges	
SL.PK.2. Recall information for short periods of time and retell, act out, or represent information from a text read aloud, a recording, or a video (e.g., watch a video about birds and their habitats and make drawings or constructions of birds and their nests)	✓
SL.PK.3. Ask and answer questions in order to seek help, get information, or clarify something which is not understood	✓
<b>Presentation of Knowledge &amp; Ideas</b>	
SL.PK.4. Participate in conversations to tell or talk about familiar people, places, things and events and, with prompting and support add additional details	
SL.PK.5. Create representations of experiences or stories (e.g., drawings, dramatic play, construction with blocks, clay or other materials, etc.) and explain them to others	✓
SL.PK.6. Speak clearly and audibly to express thoughts, feelings, and ideas. SL.PK.6a. EL students use home language as well as English language through prompting and support	✓

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## Language Standards

Four-year-old Language Standards (L.PK)	TeachSmart®
<b>Conventions of Standard English</b>	
L.PK.1. Through adult modeling, guidance and support, use complete sentences to express a thought or idea	✓
L.PK.1a. Print some upper and lowercase letters (letters may not be of conventional size or shape)	✓
L.PK.1b. Use frequently occurring nouns and verbs	✓
L.PK.1c. With guidance and support, form regular plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs; wish, wishes)	✓
L.PK.1d. With guidance and support, understand and use question words (e.g., who, what, where, when, why, how)	✓
L.PK.1e. Understand and appropriately use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)	✓
L.PK.1f. Participate in shared language activities and use increasingly complex and varied spoken vocabulary	✓
L.PK.2. Inconsistently uses conventions of standard English capitalization, punctuation and spelling when writing	✓
L.PK.2c. Show awareness of conventional letter-sound relationships through use of invented spelling and describing what was written	✓
L.PK.2d. With prompting and support, use invented spelling when writing	✓
<b>Vocabulary Acquisition and Use</b>	
L.PK.4. With guidance and support, ask or answer questions about the meaning of new words and phrases introduced through books, activities, and play	
L.PK.4a. With guidance and support, recognize and use words appropriately which are similar in meaning (e.g., happy/glad, angry/mad)	
L.PK.5. With guidance and support, participate in discussions to determine the meaning of unfamiliar words found in text or used in conversations	

# The Tennessee Early Learning Standards Correlated to TeachSmart® by Hatch®

## Language Standards

Four-year-old Language Standards (L.PK)	TeachSmart®
L.PK.5a. Sort familiar objects into categories and identify the “common” factor of the group (e.g. Identify reason {common factor} for grouping objects; categorize animals by those who fly or walk; group cars by color or number of doors, etc)	✓
L.PK.5b. Demonstrate understanding of the most frequently occurring adjectives and opposites (e.g., more/less, empty/full, happy/sad, stressed/relaxed)	
L.PK.5c. Apply words learned in classroom activities to real-life examples (e.g., name places in school which are fun, quiet, or noisy)	
L.PK.5d. With guidance and support, show understanding of similar words by demonstrating the meaning of the words or using the words in conversations (e.g. talk, chat, whisper; car, vehicle)	
L.PK.6. Use words and phrases acquired through conversations, listening to books read aloud, and play	

## Mathematics Standards: Counting and Cardinality

Four-year-old Mathematics Standards (PK.CC) — Counting and Cardinality	TeachSmart®
<b>Know number names and counting sequence</b>	
PK.CC.1. Listen to and say the names of numbers in many contexts	✓
PK.CC.2. Count forward in sequence from 1 - 20	✓
PK.CC.3. Understand the relationships between numerals and quantities up to 10	✓



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## Mathematics Standards: Counting and Cardinality

Four-year-old Mathematics Standards (PK.CC) — Counting and Cardinality	TeachSmart®
<b>Count to tell the number of objects</b>	
PK.CC.4. Understand the relationship between numbers and quantities with concrete objects up to 10	✓
PK.CC.4a. Use one-to-one correspondence to accurately count up to 7 objects in a scattered configuration	✓
PK.CC.4b. (Begin in Kindergarten or when individual child is ready)	
PK.CC.4c. (Begin in Kindergarten or when individual child is ready)	
PK.CC.5. With guidance and support, count to answer “how many?” questions about as many as 10 things arranged in a line or as many as 7 things in a scattered configuration	✓
<b>Compare numbers</b>	
PK.CC.6. Use comparative language, such as more/less than, equal to, to compare and describe collections of objects	✓
PK.CC.7. With guidance and support count and group objects by number to ten	✓

## Mathematics Standards: Operations and Algebraic Thinking

Four-year-old Mathematics Standards (PK.OA) — Operations and Algebraic Thinking	TeachSmart®
<b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking away</b>	
PK.OA.1. Use concrete objects to model real-world addition (putting together) and subtraction (taking away) problems up through five	✓
PK.OA.2. (Begin in Kindergarten or when individual child is ready)	
PK.OA.3. (Begin in Kindergarten or when individual child is ready)	
PK.OA.4. (Begin in Kindergarten or when individual child is ready)	
PK.OA.5. (Begin in Kindergarten or when individual child is ready)	



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# The Tennessee Early Learning Standards Correlated to TeachSmart® by Hatch®

## Mathematics Standards: Measurement and Data

Four-year-old Mathematics Standards (PK.MD) — Measurement and Data	TeachSmart®
<b>Describe and compare measureable attributes</b>	
PK.MD.1. Recognize the attributes of length, area, weight, and capacity of everyday objects using appropriate vocabulary (e.g., long, short, tall, heavy, light, big, small, wide, narrow)	✓
PK.MD.2. Use non-standard and standard techniques and tools to measure and compare the attributes of two or more concrete objects and use words to define attributes of the objects as same/different, more/less, heavy/light	✓
<b>Classify object and count the number of objects in each category</b>	
PK.MD.3. Sort, categorize, and classify objects by more than one attribute	✓

## Mathematics Standards: Geometry

Four-year-old Mathematics Standards (PK.G) — Geometry	TeachSmart®
<b>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)</b>	
PK.G.1. Identify relative positions of objects in space, and use appropriate language (e.g., beside, inside, next to, close to, above, below, apart)	✓
PK.G.2. Identify several basic shapes	✓
<b>Identify and describe shapes</b>	
PK.G.3. With guidance and support, explore two- and three- dimensional shapes	✓
<b>Analyze, compare, create, and compose shapes</b>	
PK.G.4. With guidance and support, compare and contrast two- and three- dimensional shapes of different sizes describing the way they are the same or different	✓
PK.G.5. Identify shapes in the real world environment	✓
PK.G.6. With guidance and support, create and name new shapes formed when putting two shapes together (i.e. two squares together make a rectangle)	



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## Science Standards

Four-year-old Science Standards (S.PK)	TeachSmart®
<b>Scientific Thinking — Ask questions &amp; make predictions based on observations through active engagement with materials</b>	
S.PK.1. Use senses to gather, explore, and interpret information	
S.PK.2. Make predictions based on background knowledge, previous scientific exploration, and observations of objects and events in the world	
S.PK.3. Record and organize data using graphs, charts, science journals, etc to communicate conclusions regarding experiments and explorations	✓

## Social Studies Standards

Four-year-old Social Studies Standards (SS.PK)	TeachSmart®
<b>Career Development</b>	
SS.PK.8. Develop awareness about a wide variety of careers and work environments	✓

## Physical Development Standards

Four-year-old Physical Development Standards (PD.PK)	TeachSmart®
<b>Fine Motor — demonstrate eye-hand coordination and dexterity needed to manipulate objects</b>	
PD.PK.5. Experiment with handheld tools to develop strength, control, and dexterity of small muscles (e.g., paintbrushes, crayons, markers, and a variety of technological tools)	✓
PD.PK.6. Explore and engage in activities which enhance hand-eye coordination (e.g., building with blocks, creating with clay, putting puzzles together, and using other manipulatives)	✓
<b>Personal Health &amp; Safety — Physical Health &amp; Well-Being</b>	
PD.PK.7. Demonstrate personal care and hygiene skills	✓
PD.PK.8. Demonstrate awareness and understanding of healthy habits (rest, nutritious foods, exercise)	✓
PD.PK.9. Demonstrate awareness and understanding of safety rules	



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