

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

## I. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN

Texas Early Learning Standard	TeachSmart®
<p><b>A. Self Concept Skills</b> – Central to understanding emotional development is the idea of self concept – an increasing level of conscious awareness of one’s feelings, thoughts, abilities, likes, and dislikes, as well as awareness of one’s body in space. Preschool children’s emerging ability to perceive these aspects of themselves at a conscious level distinguishes them from toddlers, who lack such awareness. Children begin to generate multiple answers to the question “Who am I?” which is an essential aspect of becoming competent in related areas such as self control and social/friendship skills.</p>	
<p>I.A.1.</p> <ul style="list-style-type: none"> <li>• Child is aware of where own body is in space, respects personal boundaries. For example, the child:               <ul style="list-style-type: none"> <li>◦ is able to stay in designated personal space without intruding upon others’ (stays in own seat at lunch table without kicking feet or leaning against neighboring children)</li> <li>◦ can move around the classroom without stepping on materials or disrupting others’ activities</li> </ul> </li> </ul>	
<p>I.A.2.</p> <ul style="list-style-type: none"> <li>• Child shows awareness of areas of competence and describes self positively in what he is able to do. For example, the child:               <ul style="list-style-type: none"> <li>◦ describes self using basic characteristics (hair color, eye color, gender)</li> <li>◦ describes self using personal preferences (favorite color; favorite food; “I like to...”)</li> <li>◦ describes self using specific competencies (“I can buckle my shoes.” “I’m good at drawing.”)</li> <li>◦ describes self in terms of being a member of different communities (family; classroom; school)</li> </ul> </li> </ul>	✓
<p>I.A.3.</p> <ul style="list-style-type: none"> <li>• Child shows reasonable opinion of his own abilities and limitations. For example, the child:               <ul style="list-style-type: none"> <li>◦ exercises appropriate caution in clearly dangerous situations</li> <li>◦ request help from adults when appropriate</li> <li>◦ declines help politely when not needed (“No, thanks, I can do it myself.”)</li> </ul> </li> </ul>	✓
<p>I.A.4.</p> <ul style="list-style-type: none"> <li>• Child shows initiative in independent situations and persists in attempting to solve problems. For example, the child:               <ul style="list-style-type: none"> <li>◦ is eager to try out new activities and materials</li> <li>◦ participated in a variety of individual activities and tasks</li> <li>◦ selects centers or activities based on personal preferences</li> <li>◦ plans and sustains independent play sequences</li> <li>◦ tries several strategies to solve problem before seeking adult assistance</li> </ul> </li> </ul>	✓



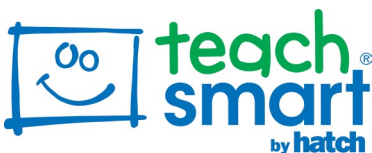
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<p><b>B. Self Control Skills</b> – Preschool children feel safer and function more successfully in the classroom when rules and routines are consistently followed. A well organized classroom with well prepared activities helps children extend their attention span and build self-control and personal responsibility. As they encounter and overcome new and various social obstacles when playing with peers, guidance from teachers will enable them to acceptable and unacceptable ways of dealing with social and emotional stress and/or excitement</p>	
<p>• <b>Behavior Control</b></p>	
<p>I.B.1.a.</p> <ul style="list-style-type: none"> <li>• Child follows classroom rules and routines with occasional reminders from teacher. For example, the child:               <ul style="list-style-type: none"> <li>◦ participates in the development of classroom rules</li> <li>◦ transitions from one activity to another</li> <li>◦ comments on the sequence of the day’s events (“After centers it’s time to go outside.”)</li> <li>◦ goes to the daily schedule chart and points out what comes next</li> </ul> </li> </ul>	<p>✓</p>
<p>I.B.1.b.</p> <ul style="list-style-type: none"> <li>• Child takes care of and manages classroom materials. For example, the child:               <ul style="list-style-type: none"> <li>◦ appropriately handles materials during activities</li> <li>◦ cleans up and puts materials away in appropriate places (places a puzzle back into its labeled spot)</li> <li>◦ puts away his belongings in his personal space</li> </ul> </li> </ul>	<p>✓</p>
<p>I.B.1.c.</p> <ul style="list-style-type: none"> <li>• Child regulates his own behavior with occasional reminders or assistance from teacher. For example, the child:               <ul style="list-style-type: none"> <li>◦ Responds to signals for transitioning from one activity to another</li> <li>◦ Communicates appropriately to make needs known</li> <li>◦ Waits for her turn (waits patiently at the water fountain for a classmate to finish drinking; selects another learning center when the learning center of her first choice is full)</li> <li>◦ Refrains from impulsive responding (waits turn to be called on during group discussion; request materials rather than grabbing them)</li> <li>◦ Refrains from aggressive behavior toward peers or self</li> </ul> </li> </ul>	<p>✓</p>



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<ul style="list-style-type: none"> <li>• <b>Emotional Control</b></li> </ul>	
<p>I.B.2.a.</p> <ul style="list-style-type: none"> <li>• Child begins to understand difference and connection between feelings and behaviors. For example, the child:               <ul style="list-style-type: none"> <li>◦ expresses emotions that are congruent with situations (disappointment when plans are changed; happiness and pride at mastering a challenging task)</li> <li>◦ uses words to express feelings about specific events (“It makes me mad when you take my toy!” “I love to paint!”)</li> <li>◦ verbalizes understanding that all feelings are okay even though some behaviors may not be ok</li> <li>◦ uses sign language, a picture system or an adaptive/assistive device as appropriate</li> </ul> </li> </ul>	✓
<p>I.B.2.b.</p> <ul style="list-style-type: none"> <li>• Child is aware of own feelings most of the time. For example, the child:               <ul style="list-style-type: none"> <li>◦ is familiar with a variety of feeling words (happy; sad; mad/angry; scared; proud; worried; excited)</li> <li>◦ can identify feelings of characters in storybooks</li> <li>◦ can usually label own feelings when prompted</li> </ul> </li> </ul>	✓
<p>I.B.2.c.</p> <ul style="list-style-type: none"> <li>• Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary. For example, the child:               <ul style="list-style-type: none"> <li>◦ uses appropriate strategies to decrease level of distress (requests help when feeling frustrated with a task; seeks comfort from teacher when feeling sad)</li> <li>◦ responds positively to adult guidance in using calming strategies (suggestions to separate self from frustrating situation; takes a deep breath; etc.)</li> <li>◦ enjoys participating in activities that stimulate positive emotions (playground games; musical and singing activities that require alternation of loud/quiet, fast/slow)</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Control of Attention</b></li> </ul>	
<p>I.B.3.a</p> <ul style="list-style-type: none"> <li>• Child sustains attention to personally chosen or routine tasks until they are completed. For example, the child:               <ul style="list-style-type: none"> <li>◦ selects an activity or book to look at and completes it before selecting a different activity</li> <li>◦ makes and carries out a sequence of dramatic play plans with a peer</li> <li>◦ follows familiar/routine 3-step directions correctly (“Go wash your hands, get your lunch kit, and find a seat at the table.”)</li> </ul> </li> </ul>	✓

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<p>I.B.3.b</p> <ul style="list-style-type: none"> <li>• Child remains focused on engaging group activities for about 20 minutes at a time. For example, the child:               <ul style="list-style-type: none"> <li>◦ listens attentively to stories and instructions during circle times</li> <li>◦ contributes verbal responses that are appropriately related to the topic during group discussion</li> <li>◦ attends to peer responses during small- and large-group discussion</li> </ul> </li> </ul>	✓
<p><b>C. Social Competence Skills</b> – As preschool children enter school they start forming relationships with the adults and other children in their environment. Teachers can help children develop meaningful and rewarding relationships by offering them facilitative support. During this developmental period, children often begin to develop special friendships with particular peers which increase their feelings of comfort, pleasure, and confidence in their social world. These experiences also help build a sense of empathy and caring for others.</p>	
<p>I.C.1.</p> <ul style="list-style-type: none"> <li>• Child uses positive relationships as modeled by his teacher for her own pro-social behaviors. For example, the child:               <ul style="list-style-type: none"> <li>◦ greets teachers in the morning and says goodbye when leaving</li> <li>◦ coordinates eye contact with communication (look at teacher or peer during communicative exchanges)</li> <li>◦ engages in conversations with an adult about what he is doing (e.g., discusses what he is painting at the easel)</li> <li>◦ takes multiple turns during a conversation</li> <li>◦ views teacher as a helpful resource for information as well as social support (approaches teacher to ask questions or solicit help when needed)</li> <li>◦ enjoys sharing stories and experiences from outside of the school with the teacher</li> <li>◦ respects teacher’s authority (accepts limits and rules set by teacher)</li> </ul> </li> </ul>	✓
<p>I.C.2.</p> <ul style="list-style-type: none"> <li>• Child assumes various roles and responsibilities as part of a classroom community. For example, the child:               <ul style="list-style-type: none"> <li>◦ cares for classroom materials appropriately</li> <li>◦ recognizes that classroom materials belong to everyone</li> <li>◦ readily accepts and carries out “classroom helper” jobs</li> <li>◦ respects other’s work spaces and time with shared materials</li> <li>◦ takes turns with materials and in activities</li> <li>◦ participates in individual, small-, and large-group activities (sings along with the group during circle time; plays cooperatively in the block center with classmates to build a tower)</li> <li>◦ takes responsibility for cleaning up own spills and messes</li> <li>◦ enjoys seeing own work and self-representations displayed in the classroom (artwork on the wall; name and picture on charts and cubbies)</li> </ul> </li> </ul>	✓



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<p>I.C.3</p> <ul style="list-style-type: none"> <li>• Child shows competence in initiating social interactions. For example, the child:               <ul style="list-style-type: none"> <li>◦ participates spontaneously in a variety of group activities, tasks, and play</li> <li>◦ actively seeks out play partners and appropriately invites them to play (starts a game with classmates on the playground)</li> </ul> </li> </ul>	✓
<p>I.C.4</p> <ul style="list-style-type: none"> <li>• Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal. For example, the child:               <ul style="list-style-type: none"> <li>◦ shares space and materials with other children comfortably</li> <li>◦ follows the lead of others (enters a center and adapts to the ongoing play of others)</li> <li>◦ generates joint play goals and carries them out with at least one other child at a time</li> <li>◦ demonstrates ability to negotiate and compromise with peers to achieve a cooperative goal</li> </ul> </li> </ul>	✓
<p>I.C.5.</p> <ul style="list-style-type: none"> <li>• Child initiates problem-solving strategies and seeks adult help when necessary. For example, the child:               <ul style="list-style-type: none"> <li>◦ attempts to work out problems with a peer independently before seeking adult help</li> <li>◦ asks an adult or peer for help when needed (“Will you push me on the swing?”)</li> <li>◦ asks the teacher for help in resolving a conflict with a classmate after attempting to solve the problem herself (“Mary won’t give me a turn on the swing!”)</li> <li>◦ follows conflict resolution steps with teacher’s guidance to solve a dispute with a classmate</li> </ul> </li> </ul>	✓
<p>1.C.6</p> <ul style="list-style-type: none"> <li>• Child demonstrates empathy and caring for others. For example, the child:               <ul style="list-style-type: none"> <li>◦ shows emotions related to another’s experience (expresses sadness for a character in a book; shows excitement when a classmate crosses the finish line in a race)</li> <li>◦ demonstrates a desire to be helpful (volunteers to help a classmate clean up a spill)</li> <li>◦ demonstrates concern for a classmate (comforts a classmate who is crying; slows down to walk with a classmate with a physical disability)</li> <li>◦ interacts with a variety of peers regardless of race, gender, or ability</li> </ul> </li> </ul>	✓

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<p>I.C.7.</p> <ul style="list-style-type: none"> <li>• Child begins to have meaningful friends. For example, the child:               <ul style="list-style-type: none"> <li>◦ talks with the friend to plan their play (planning to play house in the pretend and learn center)</li> <li>◦ seeks help for the friend (going to the teacher for help when a friend falls down)</li> <li>◦ talks about the friend</li> <li>◦ chooses to work with the friend</li> <li>◦ copies the friend’s ideas or behaviors at times</li> <li>◦ expresses pleasure at spending time with the friend</li> <li>◦ follows friend’s preferences or notices concerns at times</li> <li>◦ expresses interest in playing with the friend outside of school</li> </ul> </li> </ul>	✓
<p><b>D. Social Awareness Skills</b> – Preschool children still need adult support and guidance in learning how to operate socially with others. In addition to facilitating peer group and adult-child interaction, teachers can help to reinforce understanding of social situations with rich, socially relevant educational material and thought-provoking questions</p>	
<p>I.D.1.</p> <ul style="list-style-type: none"> <li>• Child demonstrates an understanding that others have specific characteristics. For example, the child:               <ul style="list-style-type: none"> <li>◦ describes others using specific characteristics (“Mrs. Smith wears glasses.” “Calvin is the tallest child in the class.”)</li> </ul> </li> </ul>	✓
<p>I.D.2.</p> <ul style="list-style-type: none"> <li>• Child demonstrates an understanding that others have perspectives and feelings that are different from her own. For example, the child:               <ul style="list-style-type: none"> <li>◦ uses visual cues from other children to identify how he is feeling</li> <li>◦ uses words to express own and other’s preferences (“I like to paint with red, and Mary likes to paint with blue.”)</li> <li>◦ uses words to express own and other’s feelings (“Michael thinks that’s funny, but I don’t!”)</li> <li>◦ asks questions that indicate understanding that peers may have a different perspective than themselves (“Do you like raisins?” “Were you scared of that movie?”)</li> </ul> </li> </ul>	✓

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## II. Language and Communication Domain

Texas Early Learning Standard	TeachSmart®
<p><b>A. Listening Comprehension Skills</b> – From birth, children begin learning by listening to the world around them. As their exposure increases, so does their understanding. Prekindergarten-age children are able to comprehend with increasing accuracy what they hear in conversations and in stories read aloud. Children demonstrate understanding through their questions, comments, and actions. According to state law, prekindergarten children who are English language learners can be in a classroom environment that is either English as a Second Language instruction or Bilingual. Children who are English language learners arrive at school with listening comprehension skills in their home language. These skills can be used to support the child’s development in English. Children who are English language learners listen purposefully to both English-speaking and Spanish-speaking teachers and peers to gather information about both their home language and their new language (English). (LEER MAS, 2001)</p>	
<p>II.A.1.</p> <ul style="list-style-type: none"> <li>• Child shows understanding by responding appropriately. For example, the child:           <ul style="list-style-type: none"> <li>◦ has a multiple-turn conversation with another person, listening in order to extend or connect to an idea expressed by the other person</li> <li>◦ responds to stories by asking and answering questions</li> <li>◦ makes comments related to the topic discussed</li> <li>◦ responds before, during, and after stories read to the whole class, as well as responding when read to in a small group</li> <li>◦ follows a change in the morning activity schedule as described by the teacher</li> <li>◦ follows verbal directions</li> <li>◦ listens to audio-taped stories and shows understanding through body language, pointing to the appropriate pictures, or retelling what she heard</li> </ul> </li> </ul>	✓
<p>II.A.2.</p> <ul style="list-style-type: none"> <li>• Child shows understanding by following two-step oral directions and usually follows three-step directions. For example, the child:           <ul style="list-style-type: none"> <li>◦ follows directions given by the teacher to “Please put your things away, and then sit down on the carpet.”</li> <li>◦ responds to instructions given to the whole class (“Please get your jackets, put them on, and get in line”)</li> <li>◦ repeats an instruction to a friend</li> <li>◦ follows directions on a tape or CD to perform various movements, or gestures</li> <li>◦ participates in games such as “Follow the Leader”</li> </ul> </li> </ul>	✓

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<p>II.A.3.</p> <ul style="list-style-type: none"> <li>• Child shows understanding of the new language being spoken by English-speaking teachers and peers (ELL). For example, the child:               <ul style="list-style-type: none"> <li>◦ follows a set of routines for activities and can make sense of what is happening</li> <li>◦ responds to consistent and simplified language when instructed in literacy activities and assignments</li> <li>◦ turns to a partner and repeats instructions – Think, Turn and Talk</li> <li>◦ responds to questions by using the following to represent answers: popsicle sticks (with green/red ends); white socks vs. colored socks; yes-no cards; thumbs-up thumbs-down; beanbag; beach ball</li> </ul> </li> </ul>	✓
<p><b>B. Speaking (Conversation) Skills</b> – Prekindergarten children gain the ability to use language in a variety of settings and for a variety of reasons. They become increasingly able to describe wants and needs, carry on a conversation with others, and share information with both peers and adults. The skill to engage others in conversations involves asking questions, listening, and responding, as well as using verbal and nonverbal expressions. Children who are English language learners may require more time to respond and greater wait time, because they are learning and processing two languages at once. This is a normal part of second language acquisition. Children learning English should be encouraged and expected to demonstrate their speaking/communication skills in their home language as well as in English.</p>	
<p>II.B.1</p> <ul style="list-style-type: none"> <li>• Child is able to use language for different purposes. For example, the child:               <ul style="list-style-type: none"> <li>◦ requests help from a teacher to get a ball that went over the playground fence</li> <li>◦ tells a friend that she is angry about being pushed</li> <li>◦ uses “please” and “thank you” appropriately</li> <li>◦ participates in a discussion about magnets, making predictions about what things the magnet will attract</li> <li>◦ tells the class about a family trip to the zoo</li> </ul> </li> </ul>	✓
<p>II.B.2.</p> <ul style="list-style-type: none"> <li>• Child engages in conversations in appropriate ways. For example, the child:               <ul style="list-style-type: none"> <li>◦ enters an existing play situation, joining into the conversation in progress (outside, dramatic play, or construction center, etc.)</li> <li>◦ responds to both open-ended questions and questions with specific answers (“What do you think about...? “What is your favorite kind of pizza?”)</li> <li>◦ initiates or terminates conversations appropriately</li> <li>◦ engages in appropriate greeting and departing conversations</li> </ul> </li> </ul>	✓



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<p>II.B.3.</p> <ul style="list-style-type: none"> <li>• Child provides appropriate information for various situations. For example, the child:               <ul style="list-style-type: none"> <li>◦ answers questions from adults within the school, other than the classroom teacher, such as a nurse</li> <li>◦ asks the teacher for help in problem-solving or with tasks such as tying a shoe</li> <li>◦ introduces herself to a new child in the class</li> </ul> </li> </ul>	✓
<p>II.B.4.</p> <ul style="list-style-type: none"> <li>• Child demonstrates knowledge of verbal conversational rules. For example, the child:               <ul style="list-style-type: none"> <li>◦ participates in a conversation with a peer or adult, taking turns talking and not interrupting</li> <li>◦ waits until a teacher finishes a conversation with an adult before talking</li> <li>◦ uses the appropriate tone of voice for the situation (a raised voice to show excitement when talking about a new pet or outside; a quiet voice when inside)</li> </ul> </li> </ul>	✓
<p>II.B.5.</p> <ul style="list-style-type: none"> <li>• Child demonstrates knowledge of nonverbal conversational rules. For example, the child:               <ul style="list-style-type: none"> <li>◦ looks at a classmate as he discusses what he is going to build in the construction center</li> <li>◦ shows excitement by displaying wide open eyes and a smile when talking about a family experience</li> <li>◦ sits or stands an appropriate distance from a friend as they talk</li> <li>◦ talks to the people in her vicinity, at her table or beside her on the carpet</li> </ul> </li> </ul>	✓
<p>II.B.6</p> <ul style="list-style-type: none"> <li>• Child matches language to social contexts. For example, the child:               <ul style="list-style-type: none"> <li>◦ moves close to a teacher and speaks quietly as classmates settle down for a nap</li> <li>◦ uses the title, “Mrs.” or “Mr.” before a teacher’s name and refers to classmates by first names</li> <li>◦ follows the classroom rule regarding “quiet voices”</li> </ul> </li> </ul>	✓

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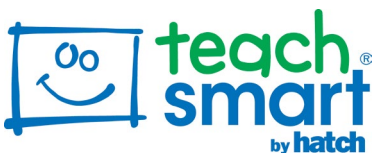
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<p><b>C. Speech Production Skills</b> – Young children must learn to vocalize, pronounce, and discriminate among the sounds of the alphabet and words of language. Although most children in prekindergarten can accurately perceive the difference between similar-sounding words, they continue to acquire new sounds and may mispronounce words in their own speech. The ability to produce certain speech sounds such as /s/ and /r/ improves with age. Just as infants and toddlers develop control over the sounds of their first language, young children in ELL settings gradually learn to pronounce the sounds of the English language. (LEER MAS, 2001)</p>	
<p>II.C.1.</p> <ul style="list-style-type: none"> <li>• Child’s speech is understood by both the teacher and other adults in the school. For example, the child:               <ul style="list-style-type: none"> <li>◦ speaks clearly enough so that the other adults in the school or a visitor can understand what he is saying</li> <li>◦ accurately gives a message from home to the teacher</li> <li>◦ communicates in a way that others understand what is being said without constantly having to ask, “What did you say?”</li> </ul> </li> </ul>	<p>✓</p>
<p>II.C.2.</p> <ul style="list-style-type: none"> <li>• Child perceives differences between similar sounding words. For example, the child:               <ul style="list-style-type: none"> <li>◦ follows directions without confusion over the words heard</li> <li>◦ points to the appropriate picture when prompted (when shown a picture of a goat and a coat, points to the picture that matches the word spoken)</li> </ul> </li> </ul>	<p>✓</p>
<p>II.C.3.</p> <ul style="list-style-type: none"> <li>• Child investigates and demonstrates growing understanding of the sounds and intonation of the English language (ELL). For example, the child:               <ul style="list-style-type: none"> <li>◦ participates in planned oral language activities</li> <li>◦ plays with familiar songs using sounds substitution (the song “Twinkly, Twinkly, Little Star” can be substituted using “la, la, la, la” throughout)</li> <li>◦ inserts sound play into the lyrics of a familiar song (highlights a particular sound, example /k/; works with the rhymes in the “Cat and the Fiddle” and “Hickory Dickory Dock”)</li> <li>◦ The child uses phonograms (cat, hat, sat, mat, fat, pat) when playing with rhymes</li> </ul> </li> </ul>	<p>✓</p>

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<p><b>D. Vocabulary Skills</b> – Children’s vocabulary acquisition is largely dependent upon interactions with adults. These may be occurring in one or more languages through talking about experiences, reading familiar stories, singing familiar songs, and playing word games. Prekindergarten children experience rapid growth in their understanding of words and word meanings. Vocabulary knowledge reflects children’s previous experiences and growing knowledge of the world around them and is one of the most important predictors of later reading achievement. As children learn through experiences, including play, they develop concepts, acquire new words, and increasingly refine their understanding of words they already know. English language learners may need extensive English vocabulary instruction. Children who are English language learners arrive at prekindergarten with a vocabulary knowledge base in their home language. This knowledge base should be used to develop vocabulary in the child’s second language. When introducing vocabulary to children who are English language learners, teachers should use a variety of approaches to teach important new words and use real-life objects or pictures when appropriate.</p>	
<p>II.D.1.</p> <ul style="list-style-type: none"> <li>• Child uses a wide variety of words to label and describe people, places things, and actions. For example, the child:           <ul style="list-style-type: none"> <li>◦ explains his favorite part of a fiction or nonfiction book that was read</li> <li>◦ relates experiences from a field trip, using specific words to describe what she saw and did, such as naming the tools the firefighter uses and how the siren sounded</li> <li>◦ uses words to communicate how he is feeling</li> <li>◦ uses language to express common routines</li> <li>◦ uses the new words introduced by the teacher while engaging in theme- or content-related activities and play</li> <li>◦ uses the new words during role play in the dramatic play center while assuming the role of a cashier (scripts)</li> <li>◦ tells a classroom visitor about his experiences with the materials in the science center, using appropriate terminology</li> <li>◦ follows directions that use descriptive words (“Hop slowly”, “Run fast”, “Draw a small square”)</li> </ul> </li> </ul>	✓
<p>II.D.2</p> <ul style="list-style-type: none"> <li>• Child demonstrates understanding of terms used in the instructional language of the classroom. For example, the child:           <ul style="list-style-type: none"> <li>◦ follows directions during transitional times (“Please line up behind Maria.” “Put your coat on the hook next to Rhonda’s.”)</li> <li>◦ Follows directions in songs to “put your hand over your head”, then “put your hand behind your back.”</li> <li>◦ Understands directions given at center time (“Put the items that are the same together.”)</li> <li>◦ Points to appropriate pictures or objects when prompted</li> </ul> </li> </ul>	✓



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<p>II.D.3.</p> <ul style="list-style-type: none"> <li>• Child demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she uses. For example, the child:               <ul style="list-style-type: none"> <li>◦ uses a new word when describing a picture in a book (“That boat is floating on the water.”)</li> <li>◦ demonstrates understanding of new words by using the new word appropriately (“The rock sank, but the boat floats.”)</li> <li>◦ demonstrates understanding of new concepts by using simpler words to explain concept (“The rock sank to the bottom, but the boat stayed on top of the water.”)</li> <li>◦ adds a connected idea to another child’s comment (Child One: “My rock went to the bottom.” Child Two: “Your rock sank!”)</li> <li>◦ uses new words when engaged in child-initiated play</li> </ul> </li> </ul>	✓
<p>II.D.4.</p> <ul style="list-style-type: none"> <li>• Child uses a large speaking vocabulary, adding several new words daily. For example, the child:               <ul style="list-style-type: none"> <li>◦ uses words to communicate her feelings, needs, and wants</li> <li>◦ adds a relevant idea to a previous comment by another person</li> <li>◦ asks questions and adds information related to the current topic of conversation or book</li> <li>◦ uses descriptive words (“My baby sister laughs loudly.” “That’s a funny story.”)</li> <li>◦ uses new words in retelling/acting out a story read by the teacher</li> <li>◦ tells a simple personal narrative, focusing on favorite or most memorable parts</li> </ul> </li> </ul>	✓
<p>II.D.5</p> <ul style="list-style-type: none"> <li>• Child uses category labels to understand how the words/objects relate to each other. For example, the child:               <ul style="list-style-type: none"> <li>◦ answers questions at circle time about construction using a new word learned from the pretend and learn hardware store</li> <li>◦ labels and describes different kinds of insects</li> <li>◦ identifies which objects are in a specific category and which are not</li> </ul> </li> </ul>	✓

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

## II. Language and Communication Domain

Texas Early Learning Standard	TeachSmart®
<p>II.D.6</p> <ul style="list-style-type: none"> <li>• Child increasing listening vocabulary and begins to develop vocabulary of object names and common phrases in English. (ELL) For example, the child:               <ul style="list-style-type: none"> <li>◦ participates as a speaker and listener in group activities including child-initiated imaginative play (plays the role of the store clerk or a waiter in a restaurant)</li> <li>◦ follows directions when introduced to a situation</li> <li>◦ responds appropriately to simple instructions given by the teacher (follow two consecutive instructions or chooses two flowers from the tray and draws pictures of them)</li> <li>◦ follows a command using actions</li> <li>◦ sequences story picture cards</li> <li>◦ retells a story in his own words</li> <li>◦ role plays or pantomimes stories</li> <li>◦ listens attentively and responds to stories and poems (tells a story; enacts a poem; draws a picture to illustrate a story or poem)</li> </ul> </li> </ul>	✓
<p><b>E. Sentence and Structure Skills</b> – Effective communication requires that children use their knowledge of vocabulary, grammar, and sense of audience to convey meaning. Four-year-olds become increasingly adept at using language to express their needs and interests, to play and pretend, and to share ideas. Children’s use of invented words and the over generalization of language rules (for example, saying “foots” instead of “feet” or [Spanish] “yo no cabo” instead of “you no quepo”) is a normal part of language acquisition. Sentence and grammatical complexity develops in young children with plenty of opportunity for rich conversation. It is important that time is spent in authentic speaking opportunities. Also, teachers can support English language development through more specific playful language-building activities. (LEER MAS, 2001)</p>	
<p>II.E.1.</p> <ul style="list-style-type: none"> <li>• Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order. For example, the child:               <ul style="list-style-type: none"> <li>◦ tells about a family experience using longer and more complex sentences</li> <li>◦ participates in a long conversation (staying on topic and taking turns) about the structure he is building in the clock center</li> <li>◦ answers questions and adds ideas using complete sentences while the teacher leads the class to create a chart detailing what the children know and want to know about an upcoming topic/concept</li> </ul> </li> </ul>	✓
<p>II.E.2.</p> <ul style="list-style-type: none"> <li>• Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement. For example, the child:               <ul style="list-style-type: none"> <li>◦ uses the correct tense when describing something he did yesterday or last week</li> <li>◦ says “went” although a younger classmate says “goed”</li> <li>◦ identifies the work that is hers, using “my” and “mine” and those that belong to friends, using “his” or “her”</li> </ul> </li> </ul>	



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

## II. Language and Communication Domain

Texas Early Learning Standard	TeachSmart®
<p>II.E.3.</p> <ul style="list-style-type: none"> <li>• Child uses sentences with more than one phrase. For example, the child:               <ul style="list-style-type: none"> <li>◦ talks with a friend as they play using sentences with more than one phrase (“Let’s go to the store and get milk for the baby.”)</li> <li>◦ participates in a circle time discussion, adding information in multiple phrases (“Birds build nests in the trees and then lay their eggs.”)</li> <li>◦ describes a family event, combining phrases to show sequence (“We went to the grocery store and then drove back home.”)</li> </ul> </li> </ul>	✓
<p>II.E.4</p> <ul style="list-style-type: none"> <li>• Child combines more than one idea using complex sentences. For example, the child:               <ul style="list-style-type: none"> <li>◦ describes what happened when she put the last block on the tower and it fell</li> <li>◦ tells a friend what to do when taking an order for pizza in a pretend restaurant</li> <li>◦ reminds the teacher that he has to go get the notes to go home from the office and hand them out to the children</li> </ul> </li> </ul>	✓
<p>II.E.5</p> <ul style="list-style-type: none"> <li>• Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning. For example, the child:               <ul style="list-style-type: none"> <li>◦ describes a family trip, combining sentences and giving lots of detail (“When my grandpa came over, we went to the park. We had fried chicken, and played on the swings.”)</li> <li>◦ participates in a circle time discussion of butterflies, and builds on the information from nonfiction books the teacher has read and previous discussion by talking to the teacher when the child sees butterflies outside later in the day</li> <li>◦ asks many questions about the police officer when he comes to the classroom for a visit</li> </ul> </li> </ul>	✓
<p>II.E.6</p> <ul style="list-style-type: none"> <li>• Child engages in various forms of nonverbal communication with those who do not speak her home language (ELL). For example, the child:               <ul style="list-style-type: none"> <li>◦ uses gestures, or points to objects or people</li> <li>◦ responds to greetings with simple words, gestures, and other nonverbal behavior</li> <li>◦ uses gestures to communicate basic needs (points toward door when needing to go to the restroom)</li> </ul> </li> </ul>	✓

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

## II. Language and Communication Domain

Texas Early Learning Standard	TeachSmart®
<p>II.E.7</p> <ul style="list-style-type: none"> <li>• Child uses single words and simple phrases to communicate meaning in social situations (ELL). For example, the child:               <ul style="list-style-type: none"> <li>◦ identifies by name a few familiar objects, people, and events (family members; body parts; clothing; pets; foods; common occupations; seasons; common school, classroom, and home objects)</li> <li>◦ speaks in isolated words (usually a single noun or verb), depending heavily on gestures to express meaning</li> </ul> </li> </ul>	✓
<p>II.E.8</p> <ul style="list-style-type: none"> <li>• Child attempts to use new vocabulary and grammar in speech. For example, the child:               <ul style="list-style-type: none"> <li>◦ Comprehends a limited number of common words and simple phrases in conversations held on topics of personal relevance (basic greetings and courtesies when spoken slowly and with extensive rephrasing, repetitions, and contextual clues)</li> <li>◦ Comprehends and follows simple routine instructions for classroom activities that depend on gestures and other contextual clues (“Let’s restroom.”)</li> </ul> </li> </ul>	✓

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

## III. EMERGENT LITERACY – READING DOMAIN

Texas Early Learning Standard	TeachSmart®
<p><b>A. Motivation to Read Skills</b> – To ensure that all children enter school ready to learn, early education efforts must encourage emergent literacy. When optimal conditions exist in a child’s environment, literacy develops naturally, and one of the goals of early education must be cultivating that optimal environment. Prekindergarten children benefit from classroom activities and environment that create an association between reading and feelings of pleasure and enjoyment, as well as learning and skill development. These early experiences will come to define their assumptions and expectations about becoming literate and influence their motivation to work toward learning to read and write. Children may have difficulty comprehending read alouds or listening to stories without any background support, particularly if they have limited experiences with the concepts included in the story or text. Children who are English language learners benefit from repetitive exposure to pictures and other media pertinent or associated with the content of stories read aloud in English. ELL children also will benefit from making connections to text in their home language for better comprehension when Bilingual strategies are used to facilitate comprehension during readings of English text. (LEER MAS, 2001)</p>	
<p>III.A.1</p> <ul style="list-style-type: none"> <li>• Child engages in pre-reading and reading-related activities. For example, the child:               <ul style="list-style-type: none"> <li>◦ repeats or “chimes in “ on repeated parts of predictable stories</li> <li>◦ engages in acting out a read aloud during circle time or small-group instruction</li> <li>◦ selects the reading/library center during free play</li> <li>◦ re-enacts a favorite story with puppets, props, or felt board characters</li> <li>◦ reads a book to a doll or stuffed animal at the library or dramatic play center</li> <li>◦ asks a teacher to re-read a favorite book</li> <li>◦ listens to books on tapes or CDs, following along in the book and turning the pages at the appropriate time</li> </ul> </li> </ul>	✓
<p>III.A.2</p> <ul style="list-style-type: none"> <li>• Child uses books and other written materials to engage in pre-reading behaviors. For example, the child:               <ul style="list-style-type: none"> <li>◦ chooses a book independently and returns it to the shelf when the “reading” is complete</li> <li>◦ holds a book right-side-up and turns the pages one at a time in a way that will not damage the book</li> <li>◦ imitates reading behaviors (repeating what is remembered; pointing to words; moving top to bottom and left to right; return sweep on charts, lists, big books, etc.)</li> <li>◦ chooses a “book” in a software program by clicking on the appropriate icon, moving through the program and closing the program when finished</li> <li>◦ handles and cares for books in a respectful manner</li> </ul> </li> </ul>	✓



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

## III. EMERGENT LITERACY – READING DOMAIN

Texas Early Learning Standard	TeachSmart®
<p>III.A.3.</p> <ul style="list-style-type: none"> <li>• Child asks to be read to or asks the meaning of written text. For example, the child:               <ul style="list-style-type: none"> <li>◦ requests a favorite book be read</li> <li>◦ asks what is said on posters or charts throughout the classroom or school</li> <li>◦ asks what a note from home says</li> <li>◦ asks the meaning of the writing on a food container</li> <li>◦ understands that print carries a message</li> </ul> </li> </ul>	✓
<p><b>B. Phonological Awareness Skills</b> – Phonological awareness is an auditory skill that involves an understanding of the sounds of spoken words. It includes being able to recognize individual words in a spoken sentence, blending and dividing words into syllables, beginning with compound words which, because each syllable has meaning connected to it, it is easier for children to work with, adding and taking those meaningful units, recognizing and producing rhyming words, identifying words that sound the same at the beginning, and for some children, blending words at the phoneme or single sound level. Phonological awareness represents a crucial step toward understanding that letters or groups of letters can represent phonemes or sounds (the alphabetic principle). This understanding is highly predictive of success in beginning reading. Some basic proficiency in English may be prerequisite to the development of phonological awareness in English for second-language learners; however, a child’s home language can help support the development of phonological awareness in English. Research demonstrates phonological awareness in English and Spanish are highly related; therefore, children in Bilingual/ ESE instruction will be taught phonological awareness skills in tandem with their primary language while simultaneously developing English language skills. Working with individual sounds in words is the highest level of phonological awareness. Although some prekindergarten children may be able to work with sounds at this level, it is not appropriate to expect all children to be able to achieve this level of sensitivity to the sounds in language (such as “c” “a” “t” =cat). The above PA Continuum represents the most current research in Phonological Awareness states about how children learn language sounds. Another representation is the Phonological Awareness Continuum found in the Texas Spanish Reading Academy, LEER MAS, and the Texas Center for Reading and Language Arts.</p>	
<p>III.B.1</p> <ul style="list-style-type: none"> <li>• Children separate a normally spoken four-word sentence into individual words. For example, the child:               <ul style="list-style-type: none"> <li>◦ repeats a sentence spoken by the teacher, stepping forward as the word he is assigned is spoken in the sentence</li> <li>◦ says (and repeats) a sentence so she has the sentence in her head, segments each word one from the other using objects, fingers, or even bodies to stand for each word in the sentence (e.g., as the child says, “I like petting dogs,” he holds up a finger or moves a counter for each word as it is said.)</li> </ul> </li> </ul>	✓



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## III. EMERGENT LITERACY – READING DOMAIN

Texas Early Learning Standard	TeachSmart®
<p>III.B.2</p> <ul style="list-style-type: none"> <li>• Child combines words to make a compound word. For example, the child:               <ul style="list-style-type: none"> <li>◦ creates a new word by putting two words together to make compound words (“dog” + “house” = “doghouse”; Spanish example: “lava” + “manos” = “Lavamanos” “toca” + “discos” = “tocadiscos” “arco” + “iris” = “arcoiris”)</li> <li>◦ uses picture cards to create compound words</li> <li>◦ makes compound words by responding with a second part after the teacher has provided the first part</li> <li>◦ names the two words that are said in a compound word when prompted by the teacher</li> </ul> </li> </ul>	✓
<p>III.B.3</p> <ul style="list-style-type: none"> <li>• Child deletes a word from a compound word. For example, the child:               <ul style="list-style-type: none"> <li>◦ takes compound words apart by deleting either the first or second part and starting the word that is left (e.g., “sunflower” – “sun” = “flower”; in Spanish, “arcoiris” – “arco” = “iris”).</li> </ul> </li> </ul>	✓
<p>III.B.4</p> <ul style="list-style-type: none"> <li>• Child combines syllables into words. For example, the child:               <ul style="list-style-type: none"> <li>◦ combines two syllables together to say a word (e.g., “pa” + “per” = “paper”; Spanish example; “pa” + “pel” = “papel” ; “li” + “bro” = “libro”)</li> <li>◦ provides second syllable of theme-related objects when the teacher says the first syllable, then entire word (teacher says “buck”, child says “et”= “bucket”)</li> <li>◦ claps the syllables in her own names, and classmates’ names</li> <li>◦ hears a familiar word (up to three syllables) and claps the syllables</li> <li>◦ hears a classmate’s name segmented and blends it back together</li> </ul> </li> </ul>	
<p>III.B.5</p> <ul style="list-style-type: none"> <li>• Child can delete a syllable from a word. For example, the child:               <ul style="list-style-type: none"> <li>◦ hears the parts of two-syllable words and fills in the remaining syllable when the teacher asks what is left when the first syllable is removed (“ladder” – “ladd” = “er” or “puzzle” – “puzz” = “le” Spanish example: “arbol” – “ar” = “bol; “cama” – “ca” = “ma”)</li> <li>◦ chooses a theme-related object (with from one to three syllables) and deletes the initial or final syllable from that word</li> <li>◦ participates in word games that focus on playing with syllables</li> </ul> </li> </ul>	

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

## III. EMERGENT LITERACY – READING DOMAIN

Texas Early Learning Standard	TeachSmart®
<p>III.B.6</p> <ul style="list-style-type: none"> <li>• Child can produce a word that rhymes with a given word. For example, the child:               <ul style="list-style-type: none"> <li>◦ points to the picture that does not rhyme with the other two pictures</li> <li>◦ gives the pairs of words from a nursery rhyme that rhyme</li> <li>◦ identifies the words that rhyme in a read aloud book written in rhyme</li> <li>◦ identifies two objects out of a rhyming basket that rhyme</li> <li>◦ Generates nonsense words that rhyme with a given word</li> <li>◦ Participates in word play games that focus on making rhyming words (“Willoughby, Walloughby, Woo”; in Spanish: tio, mio, sio)</li> </ul> </li> </ul>	✓
<p>III.B.7</p> <ul style="list-style-type: none"> <li>• Child can produce a word that begins with the same sound as a given pair of words. For example, the child:               <ul style="list-style-type: none"> <li>◦ pairs pictures that begin with the same sound</li> <li>◦ identifies words in tongue twisters that begin with the same sounds</li> <li>◦ sorts objects into piles that begin with the same sounds</li> <li>◦ participates in word play games that focus on words that begin with the same sound (“Mappy Mirthday Moo Moo”)</li> </ul> </li> </ul>	✓
<p>III.B.8.</p> <ul style="list-style-type: none"> <li>• Child combines onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with pictorial support. For example, the child:               <ul style="list-style-type: none"> <li>◦ selects the appropriate picture from several pictures when the teacher says a word segmented between the onset and rime (e.g., when shown several pictures, and an adult says “r” + “ug”, child selects the picture of the rug. Spanish example; “p” + “ala”, child selects a picture of a shovel)</li> <li>◦ sorts objects by all that begin with a given onset, like paper and pencil</li> </ul> </li> </ul>	✓
<p>III.B.9.</p> <ul style="list-style-type: none"> <li>• Child combines onset and rime to form familiar one-syllable words without pictorial support. For example, the child:               <ul style="list-style-type: none"> <li>◦ says the name of familiar one-syllable words when the teacher says the word with a brief pause between the onset and the rime</li> <li>◦ Says his own name with a short pause between the onset and the rest of the sounds (“Fr” “ed”; “L” “isa”)</li> <li>◦ Participates in word play games that focus on making rhyming words or words that begin with the same sound (Willoughby, Walloughby, Woo”; “Mappy Mirthday Moo Moo”)</li> </ul> </li> </ul>	✓

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

## III. EMERGENT LITERACY – READING DOMAIN

Texas Early Learning Standard	TeachSmart®
<p>III.B.10.</p> <ul style="list-style-type: none"> <li>• Child recognizes and blends two phonemes into real words with pictorial support. For example, the child:               <ul style="list-style-type: none"> <li>◦ Selects a picture and says the letter sounds for the word (“k” + “e” = key; “b” + “e” = bee; “n” + “e” = knee)</li> </ul> </li> </ul>	
<p><b>C. Alphabet Knowledge Skills</b> – Letter knowledge is an essential component of learning to read and write. Young children learn best when information is presented in context and when educators provide opportunities for children to create experiences that make the material meaningful. Rote practice (or the “skill and drill” method) can result in frustration and negative attitudes toward learning. Knowing how letters function in writing and how these letters connect to the sounds children hear in words is crucial to children’s success in reading. Combined with phonological awareness, letter knowledge is the key to children understanding the alphabetic principle. Children will use this sound/letter connection to begin to identify printed words, such as their names and other familiar words.</p>	
<p>LII.C.1</p> <ul style="list-style-type: none"> <li>• Child names the least 20 upper and at least 20 lower case letters. For example, the child:               <ul style="list-style-type: none"> <li>◦ names letters on name cards, posters, books, and signs around the room.</li> <li>◦ participates in circle time alphabet identification games (“If Your Name Starts With”; name cheers)</li> <li>◦ manipulates letters in a variety of ways (finds letters buried in sand; letter sorts, matching upper/lower case letters)</li> </ul> </li> </ul>	✓
<p>III.C.2.</p> <ul style="list-style-type: none"> <li>• Child recognizes at least 20 sounds. For example, the child:               <ul style="list-style-type: none"> <li>◦ identifies the letter that makes a given sound</li> <li>◦ participates in circle time sound/letter identification games (“I spy something that starts with /s/. What letter is that? What do I see?”)</li> <li>◦ points to target sound when shown 2-4 letters</li> </ul> </li> </ul>	
<p>III.C.3.</p> <ul style="list-style-type: none"> <li>• Child produces the correct sound for at least 10 letters. For example, the child:               <ul style="list-style-type: none"> <li>◦ makes the sounds in her first name as she attempts to write the letters</li> <li>◦ produces the correct sound when shown the first letter of her name</li> <li>◦ makes the correct letter sound while pointing to a letter in a book or on a poster</li> <li>◦ sorts objects in letter container (find the items that start with “B”)</li> </ul> </li> </ul>	

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

## III. EMERGENT LITERACY – READING DOMAIN

Texas Early Learning Standard	TeachSmart®
<p><b>D. Comprehension of Text Read Aloud Skills</b> – Frequent book exposure relates strongly to school readiness: children who are read to on a regular basis have a higher likelihood of acquiring age-appropriate language skills. Exposure to many kinds of books, both fiction and information books, helps prekindergarten children become familiar with the language of books and story forms. Children develop concepts of story structures, character actions, and knowledge about informational text structure which influences how they understand, interpret, and link what they already know to new information. As children become readers, this understanding of how stories work facilitates their reading comprehension which is the end goal of reading. Reading books in English with ELL children will increase their knowledge of English language and vocabulary. In classrooms with children who are learning English, it is also critical that children read literature in their home language, whenever possible. Concepts of story structure, character actions, and informational text can be learned through both home language text as well as English texts.</p>	
<p>III.D.1</p> <ul style="list-style-type: none"> <li>• Child retells or reenacts a story after it is read aloud. For example, the child:               <ul style="list-style-type: none"> <li>◦ participates in acting out a story she is familiar with, either in circle time or in a small group</li> <li>◦ retells and sequences the main events of a story</li> <li>◦ connects personal experiences to an event in a story (such as relating a personal trip to the zoo after a zoo story has been read)</li> <li>◦ creates original or alternate endings for stories</li> <li>◦ tells what might happen next if the story continues</li> </ul> </li> </ul>	✓
<p>III.D.2</p> <ul style="list-style-type: none"> <li>• Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting. For example, the child:               <ul style="list-style-type: none"> <li>◦ relates own experiences to facts read in books (“When I went to the doctor...”)</li> <li>◦ demonstrates how to plant seeds after hearing a book about planting seeds</li> <li>◦ describes the reason for sorting airplanes and helicopters separately from boats or cars</li> </ul> </li> </ul>	
<p>III.D.3</p> <ul style="list-style-type: none"> <li>• Child asks and answers appropriate questions about the book. For example, the child:               <ul style="list-style-type: none"> <li>◦ asks questions regarding the story or information in the text (“What just happened?” “What might happen next?” “What would happen if...?” “How did that work?”)</li> <li>◦ identifies the cover of the book and where to begin to read</li> <li>◦ discusses what the author and illustrator do</li> <li>◦ Makes comments about the characters or actions within a story</li> <li>◦ actively participates while being read to by predicting what might happen next in the story</li> <li>◦ discusses other ways a story might end</li> <li>◦ discusses what might happen if different characters were in the story</li> </ul> </li> </ul>	✓

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

## IV. EMERGENT LITERACY WRITING DOMAIN

Texas Early Learning Standard	TeachSmart®
<p><b>A. Motivation to Write Skills</b> – As children watch adults write for many purposes, they develop the understanding that print conveys meaning. Initially, children engage in drawing as a way to communicate. This is the earliest stage of writing. Young children sketch lines and scribble “notes” in an attempt to imitate adults’ writing behaviors and begin to make connections between print and spoken words. With this understanding of the function and meaning of print comes the motivation to use print in the same manner. Keep in mind that it is not important what children write but that they write something to convey meaning, in the form of scribbles, letter-like forms, or strings of letters.</p>	
<p>IV.A.1</p> <ul style="list-style-type: none"> <li>• Child intentionally uses scribbles/writing to convey meaning. For example, the child:               <ul style="list-style-type: none"> <li>◦ signs her name on sign-in sheets, art work, graphs, letters, lists, etc. uses letter-like shapes when taking an order at a restaurant during dramatic play</li> <li>◦ writes few letters or mock letters as a caption under drawing</li> <li>◦ makes letters in shaving cream</li> <li>◦ builds a block structure to represent the house of the three bears from a story and asks the teacher for help writing “keep out”</li> <li>◦ leaves a message for the teacher on the “message board”</li> <li>◦ sends a letter to a friend in the classroom mailbox</li> </ul> </li> </ul>	✓
<p><b>B. Independently Conveys Meaning Skills</b> – Children engage in using print in ways to convey their meanings in different situations. As children interact with each other in play, they make lists, take orders, label and leave notes to convey what has occurred during their play.</p>	
<p>IV.B.1.</p> <ul style="list-style-type: none"> <li>• Child independently uses letters or symbols to make words or parts of words. For example, the child:               <ul style="list-style-type: none"> <li>◦ “writes” linear scribbles or shapes and identifies it as writing (“Look what I wrote.” or “What did I write?”)</li> <li>◦ labels a picture with shapes which are letter-like in form</li> <li>◦ writes spontaneous letters they know, such as in their names</li> <li>◦ engages in “write the room,” copying letters from posters charts, letter walls, books, etc. found around the room</li> <li>◦ takes a survey of the class for the Question of the Day, such as “Do you have a pet?”</li> </ul> </li> </ul>	✓
<p>IV.B.2.</p> <ul style="list-style-type: none"> <li>• Child writes own name (first name or frequent nickname), not necessarily with full correct spelling or well-formed letters. For example, the child:               <ul style="list-style-type: none"> <li>◦ writes his first name from memory on center waiting lists and art work</li> <li>◦ labels a building in the construction center using her name</li> <li>◦ signs a thank you note written to the firemen for bringing the fire engine to school</li> </ul> </li> </ul>	✓



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

## IV. EMERGENT LITERACY WRITING DOMAIN

Texas Early Learning Standard	TeachSmart®
<p><b>C. Forms Letter Skills</b> – When given opportunities and meaningful situations, children move through the stages from scribbles to convey meaning, to letter-like shapes, with perhaps some conventional letters.</p>	
<p>IV.C.1.</p> <ul style="list-style-type: none"> <li>• Child independently writes some letters on request (not necessarily well-formed). For example, the child:               <ul style="list-style-type: none"> <li>◦ writes his name with letters, may not be well-formed and could miss some letters</li> <li>◦ copies letters from food labels</li> <li>◦ copies letters on the “gel” bag (baggie filled with hair gel)</li> <li>◦ writes about favorite part of visiting the zoo</li> <li>◦ makes a birthday wish list</li> <li>◦ labels building in the construction center as a police station</li> </ul> </li> </ul>	✓
<p><b>D. Concepts about Print Skills</b> – Just as children learn to talk by talking, children learn concepts about print through interacting with print. To children, it may appear that writing is simply talk that has been written down. However, there are rules that apply to writing that do not apply to speaking. These specific rules that govern how to record thoughts in writing must be learned so children can become more proficient at conveying their thoughts and actions.</p>	
<p>IV.D.1.</p> <ul style="list-style-type: none"> <li>• Child uses some appropriate writing conventions when writing or giving dictation. For example, the child:               <ul style="list-style-type: none"> <li>◦ scribbles a list starting at the top of the page</li> <li>◦ dictates a story and, when finished, says, “the end”</li> <li>◦ participates in writing a letter to a character in a story and making a suggestion based on what has happened in the story</li> <li>◦ writes his first name</li> <li>◦ shows interest in writing her last name</li> <li>◦ scribbles and/or writes starting on the left side of paper and progresses to the right</li> <li>◦ scribbles or writes more or less in a horizontal line</li> </ul> </li> </ul>	

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

## V. MATHEMATICS DOMAIN

Texas Early Learning Standard	TeachSmart®
<b>A. Counting Skills</b> – Prekindergarten-aged children show basic counting readiness and counting by using nonverbal and verbal means.	
V.A.1. <ul style="list-style-type: none"> <li>• Child knows that objects, or parts of an objects, can be counted. For example, the child:               <ul style="list-style-type: none"> <li>◦ places objects to be counted in a row and begins counting</li> <li>◦ says that the number of polka dots in a picture can be counted</li> </ul> </li> </ul>	✓
V.A.2. <ul style="list-style-type: none"> <li>• Child uses words to rote count from 1 to 30. For example, the child:               <ul style="list-style-type: none"> <li>◦ recites number words in order up to 30</li> <li>◦ recites number words in order by starting from a number other than “1”</li> </ul> </li> </ul>	✓
V.A.3. <ul style="list-style-type: none"> <li>• Child counts 1-10 items, with one count per item. For example, the child:               <ul style="list-style-type: none"> <li>◦ moves, touches, and/or points to each object while counting, using one to one correspondence (one count per item)</li> <li>◦ knows that each finger represents one count (2 fingers represent two counts; 3 fingers represent three counts, etc.)</li> </ul> </li> </ul>	✓
V.A.4. <ul style="list-style-type: none"> <li>• Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted. For example, the child:               <ul style="list-style-type: none"> <li>◦ demonstrates the counting sequence when counting does not change (When counting a set of 3 bears, counts 1,2,3...Then when counting 3 monkeys, counts 1,2,3...)</li> <li>◦ counts leaves on the ground, number of grapes on a tray, or number of children in library center</li> <li>◦ demonstrates counting sequence using puppets</li> <li>◦ sings a counting song without support, for example, “1 little, 2 little, 3 little children”</li> </ul> </li> </ul>	✓
V.A.5. <ul style="list-style-type: none"> <li>• Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted. For example, the child:               <ul style="list-style-type: none"> <li>◦ counts 8 plastic cows and says, “I have 8 cows.”</li> <li>◦ counts the number of children in a center and says, “Three of my friends are here.”</li> <li>◦ counts the number of balls on the playground</li> <li>◦ counts children eating apples during snack</li> <li>◦ counts fingers and says “I have 5 fingers.”</li> </ul> </li> </ul>	✓



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

## V. MATHEMATICS DOMAIN

Texas Early Learning Standard	TeachSmart®
<p>V.A.6.</p> <ul style="list-style-type: none"> <li>• Child demonstrates understanding that when counting, the items can be chosen in any order. For example, the child:               <ul style="list-style-type: none"> <li>◦ counts 2-10 objects in different orders (left to right; right to left; top to bottom; bottom to top; etc)</li> <li>◦ counts objects that were placed in a container and dumped to form a set of randomly placed items on the table</li> <li>◦ counts the same pile of items on a table in more than one order</li> </ul> </li> </ul>	✓
<p>V.A.7</p> <ul style="list-style-type: none"> <li>• Child uses the verbal ordinal terms. For example, the child:               <ul style="list-style-type: none"> <li>◦ uses ordinal numbers (first, second, third, fourth, fifth) to count objects</li> <li>◦ tells a friend, “You’re first in line, I’m second. John is fourth.”</li> <li>◦ identifies in games who was in first place, second place, etc.</li> <li>◦ uses ordinal numbers to describe the order of what happened in a short story, including the “next” and “last” event in the story</li> <li>◦ uses ordinal terms to describe sequence of daily activities (describes daily schedule)</li> <li>◦ points to card when asked, “Which card is fourth?”; “Which card is fifth?”</li> </ul> </li> </ul>	
<p>V.A.8.</p> <ul style="list-style-type: none"> <li>• Child verbally identifies without counting the number of objects from 1 to 5. For example, the child:               <ul style="list-style-type: none"> <li>◦ looks at a set of 1-5 objects and quickly says the number of objects without counting (looks at 3 red cubes on the table and says three without counting)</li> <li>◦ looks at two separate groups of objects without counting and says which group has more, less, or equal numbers</li> <li>◦ uses the words “equal”, “more”, “less”, or “fewer” to describe sets of up to 5 objects</li> <li>◦ says the number of dots on one side of a domino when shown quickly</li> <li>◦ Looks at a page in a story and says the number of dots, animals, or objects on the page</li> <li>◦ Points to 4 blocks and says, “There are 4 blocks” without counting</li> </ul> </li> </ul>	✓
<p>V.A.9.</p> <ul style="list-style-type: none"> <li>• Child recognizes one-digit numerals 0-9 For example, the child:               <ul style="list-style-type: none"> <li>◦ Says the number name for numerals from 0 to 9 that are written on paper, cards, game pieces</li> <li>◦ Hop scotches the number of times indicated by a written numeral</li> <li>◦ Separates cards that have printed numerals from other cards with printed letters</li> <li>◦ Plays games to find “hidden” numerals in the classroom, such as “I Spy”</li> </ul> </li> </ul>	✓

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

## V. MATHEMATICS DOMAIN

Texas Early Learning Standard	TeachSmart®
<p><b>B. Adding To/Taking Away Skills</b> – Prekindergarten children use informal and formal strategies to make a collection larger or smaller. This includes teacher showing (modeling) children a mathematical behavior and asking the children to do the same.</p>	
<p>V.B.1.</p> <ul style="list-style-type: none"> <li>• Child uses concrete models or makes a verbal word problem for adding up to 5 objects. For example, the child:               <ul style="list-style-type: none"> <li>◦ creates verbal word problems (tells a story) involving adding</li> <li>◦ shows 1 finger, then adds 3 more</li> <li>◦ shows joining (adds) 1 more cube to a set (up to 5)</li> <li>◦ plays number games like “Chutes and Ladders”</li> <li>◦ says how they used adding one more object to solve a problem</li> </ul> </li> </ul>	✓
<p>V.B.2.</p> <ul style="list-style-type: none"> <li>• Child uses concrete models or makes a verbal word problem for subtracting 1-5 objects from a set. For example, the child:               <ul style="list-style-type: none"> <li>◦ creates verbal word problems involving subtraction</li> <li>◦ shows 4 fingers, then takes away 1 finger to show 3 are left</li> <li>◦ removes objects from a set and says what is left</li> <li>◦ plays number games that show taking away</li> <li>◦ says how they used subtraction to take away from a set of objects</li> </ul> </li> </ul>	✓
<p>V.B.3.</p> <ul style="list-style-type: none"> <li>• Child uses informal strategies to share or divide up to 10 items equally. For example, the child:               <ul style="list-style-type: none"> <li>◦ uses informal strategies to produce divvy-up-fair-sharing opportunities (takes away 1 item at a time to distribute equally among 2 friends)</li> <li>◦ trades several small items or sets for a larger one (4 small Tootsie Rolls that appear equal to 1 long Tootsie Roll)</li> <li>◦ demonstrates sharing up to 10 items with a friend</li> <li>◦ uses language associated with fair-sharing “one for me,” “one for you”</li> <li>◦ acts out literature that shows sharing items</li> </ul> </li> </ul>	

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

## V. MATHEMATICS DOMAIN

Texas Early Learning Standard	TeachSmart®
<b>C. Geometry and Spatial Sense Skills</b> – Prekindergarten children recognize, describe, and name attributes of shapes.	
<p>V.C.1.</p> <ul style="list-style-type: none"> <li>• Child names common shapes. For example, the child:               <ul style="list-style-type: none"> <li>◦ identifies shapes using her sense of touch when blindfolded )”This shape has 4 sides. It’s a square.”)</li> <li>◦ identifies common shapes, such as circle, square, rectangle, triangle,, and rhombus</li> <li>◦ knows the number of sides for shapes, such as square, rectangle, triangle, and rhombus</li> <li>◦ describes attributes of shapes using his own language</li> <li>◦ uses mathematical vocabulary to describe shape pictures (“This triangle has 3 sides and 3 corners.”)</li> <li>◦ identifies common solids informally as balls, boxes, cans, and cones, then possibly using more formal language, sphere, cubes, cones</li> </ul> </li> </ul>	✓
<p>V.C.2.</p> <ul style="list-style-type: none"> <li>• Child creates shapes. For example, the child:               <ul style="list-style-type: none"> <li>◦ puts together shapes to make real-world objects and other shapes (using a square and a triangle to make a house)</li> <li>◦ breaks apart shapes to make real-world objects and other shapes (cutting a house picture into a triangle and a square)</li> <li>◦ creates new shapes by putting together 2 or more shapes to make a new shape (2 triangles together make a square)</li> <li>◦ uses mathematical vocabulary to describe shapes pictures (“This house has 4 sides and 4 corners.”)</li> <li>◦ puts together or breaks apart solids to make real world objects and other solids (a sphere and a cone make an ice cream cone)</li> <li>◦ creates shapes by using puzzle pieces</li> </ul> </li> </ul>	
<p>V.C.3.</p> <ul style="list-style-type: none"> <li>• Child demonstrates use of location words (such as “over”, “under”, “above”, “on”, “beside”, “next to”, “between”, “in front of”, “near”, “far”, etcl.). For example, the child:               <ul style="list-style-type: none"> <li>◦ uses “near” and “far” to describe play on the playground and in the classroom</li> <li>◦ follows directions (places a stuffed animal “on” “around”, or “under” a chair)</li> <li>◦ follows directions when playing games like “Follow the Leader”</li> <li>◦ tells a friend where to find the writing paper in the writing center (“The paper is in front of the markers.”)</li> <li>◦ acts out stories, poems, and nursery rhymes using positional words</li> </ul> </li> </ul>	✓

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

## V. MATHEMATICS DOMAIN

Texas Early Learning Standard	TeachSmart®
<p>V.C.4.</p> <ul style="list-style-type: none"> <li>• Child slides, flips, and turns shapes to demonstrate that the shapes remain the same. For example, the child:               <ul style="list-style-type: none"> <li>◦ Recognizes that a shape stays the same across various orientations (sliding flipping or turning a geoblock shape on a table)</li> <li>◦ Slides a triangle from one place to another and says that the triangle is the same (“Look, my triangle is the same here and here.”)</li> <li>◦ Turns over a shape (flips) to show that it is the same (turns over a square and says, “This is still a square.”)</li> <li>◦ Turns a triangle geoblock clockwise or counterclockwise and says that the triangle is the same shape</li> </ul> </li> </ul>	✓
<p><b>D. Measurement Skills</b> – Prekindergarten children verbally describe or demonstrate attributes of persons or objects such as length, area, capacity, or weight.</p>	
<p>V.D.1.</p> <ul style="list-style-type: none"> <li>• Child recognizes and compares heights or lengths of people or objects. For example, the child:               <ul style="list-style-type: none"> <li>◦ tells who is taller when comparing the height of 2 or more friends</li> <li>◦ places 2-10 objects from shortest to tallest or tallest to shortest on the table</li> <li>◦ uses measurement words that can describe height (“taller”, “shorter”, “longer”, “smaller”)</li> <li>◦ draws 2-10 objects or people of varying heights or lengths (draws her family and has a taller person as Mom and a shorter figure as herself)</li> <li>◦ uses building blocks to show that 1 long block can be made up of 2 or more smaller blocks</li> </ul> </li> </ul>	✓
<p>V.D.2</p> <ul style="list-style-type: none"> <li>• Child recognizes how much can be placed within an object. For example, the child:               <ul style="list-style-type: none"> <li>◦ compares the amount of space occupied by objects (places a small block on top of a longer block to determine which occupies more space)</li> <li>◦ demonstrates capacity using sand and water (at the sand and water table fills containers with sand or water)</li> <li>◦ compares capacity of containers by size (fills 2 or more different sized containers – cup, quart, etc.- places them from the largest to the smallest or the smallest to the largest)</li> <li>◦ arranges tea cups in the dramatic play center from smallest to largest or largest to smallest</li> </ul> </li> </ul>	

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

## V. MATHEMATICS DOMAIN

Texas Early Learning Standard	TeachSmart®
<p>V.D.3.</p> <ul style="list-style-type: none"> <li>• Child informally recognizes and compares weights of objects or people. For example, the child:               <ul style="list-style-type: none"> <li>◦ Uses a rocker balance or see-saw scale to determine heavy and light objects or objects of equal weight</li> <li>◦ Uses hands to compare weight of objects (holds pumpkins of various sizes and says which is heavier or lighter.)</li> <li>◦ Describes which weighs more using mathematical terms (heavy, light, more than,, etc.)</li> <li>◦ Compares weight of self with weight of other objects, such as dolls, stuffed animals, etc. (“I am heavier than my doll.”)</li> </ul> </li> </ul>	
<p>V.D.4.</p> <ul style="list-style-type: none"> <li>• Child uses language to describe concepts associated with the passing of time. For example, the child:               <ul style="list-style-type: none"> <li>◦ describes the daily schedule by telling what happens next in the day</li> <li>◦ talks with friends about what happened yesterday, what is happening today, and what might happen tomorrow</li> <li>◦ associates time language to describe events of the day (“in the morning”; after snack”; “tomorrow”; “after snack”; “tomorrow”; and “yesterday”)</li> <li>◦ uses the terms “faster and slower” to describe time or motion</li> </ul> </li> </ul>	
<p><b>E. Classification and Patterns Skills</b> – Prekindergarten children sort and classify objects using one or more attributes. They begin to use attributes of objects to duplicate and create patterns. (Typically referred to as algebraic thinking such as described in NCTM focal points.) With formal instruction, they will participate in creating and using real/pictorial graphs.</p>	
<p>V.E.1.</p> <ul style="list-style-type: none"> <li>• Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different. For example, the child:               <ul style="list-style-type: none"> <li>◦ puts all the cars in a box and all the trucks in a different box and says why</li> <li>◦ organizes objects with a common attribute (all the tigers in a pile and all the giraffes in another pile and says why)</li> <li>◦ organizes blocks in the construction center according to shape and size and explains same and different</li> <li>◦ sorts a variety of objects (fruits and vegetables; vehicles; animals; etc.) and tells why</li> <li>◦ sorts objects into groups and explains bases of grouping</li> </ul> </li> </ul>	✓

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

## V. MATHEMATICS DOMAIN

Texas Early Learning Standard	TeachSmart®
<p>V.E.2</p> <ul style="list-style-type: none"> <li>• Child collects data and organizes it in a graphic representation. For example, the child:               <ul style="list-style-type: none"> <li>◦ places concrete objects or picture representations on a floor graph (uses an apple or orange to show his favorite fruit)</li> <li>◦ answers questions of the week (“Do you have a cat?”) and places a check on the yes or no graph</li> <li>◦ compares data on graphs or charts (e.g., talks about the class-made graph showing how children get to school – walk, car, bus, vans – “Look Juan walks to school. See his name is here.”)</li> <li>◦ uses mathematical language to describe data (more, less, same, longer, shorter, etc.)</li> </ul> </li> </ul>	
<p>V.E.3.</p> <ul style="list-style-type: none"> <li>• Child recognizes and creates patterns. For example, the child:               <ul style="list-style-type: none"> <li>◦ identifies repeating patterns in nature</li> <li>◦ recognizes and creates patterns in clothing, carpeting, or other patterns in the classroom (polka dots, squares on carpet)</li> <li>◦ contributes pictures for the pattern class book (cuts out pictures for the pattern class book)</li> <li>◦ uses different materials (buttons, beads, color cubes) to create pattern necklaces (2 buttons, 2 beads, 2 buttons, 2 beads)</li> <li>◦ recognizes repeating patterns in a predictable book and says the next line before turning the page</li> <li>◦ creates a repeated pattern using a different color blocks</li> </ul> </li> </ul>	✓

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

## VI. SCIENCE DOMAIN

Texas Early Learning Standard	TeachSmart®
<p><b>A. Physical Science Skills</b> – Prekindergarten children learn to explore properties of materials, positions, and motion of objects through investigations which allow them to notice the attributes of each of these. These explorations continue as children use attributes to classify and sort objects, make observations and predictions, problem-solve compare, and question. Children learn about sources of energy by investigating and discussing light, heat, electricity, and magnetism.</p>	
<p>VI.A.1</p> <ul style="list-style-type: none"> <li>• Child describes, observes, and investigates properties and characteristics of common objects. For example, the child:               <ul style="list-style-type: none"> <li>◦ uses senses to explore and sensory language to describe properties of natural and human-made materials (wood, cotton, fur, wool, stone, magnetic, leather, plastic, Styrofoam, paper) to learn their characteristics and capabilities</li> <li>◦ examines and describes the texture of materials (salt, flour, and sugar during cooking projects; roller, sponges, and feathers when painting using various tools; surfaces of foil, freezer paper, and sandpaper)</li> <li>◦ sorts, groups, or classifies objects in meaningful ways based on one or more properties (hard/soft or heavy/light; materials that are made of – wood, plastic, rock, color)</li> <li>◦ predicts whether materials will sink or float; investigates the hypothesis and draws conclusions based on prior experiences</li> <li>◦ describes and compares the effects magnets have on other objects (attract to some things but not to others)</li> </ul> </li> </ul>	
<p>VI.A.2.</p> <ul style="list-style-type: none"> <li>• Child investigates and describes position and motion of objects. For example, the child:               <ul style="list-style-type: none"> <li>◦ observes, measures, describes, and demonstrates the various ways objects can move (straight, zigzag, round and round, fast, slow)</li> <li>◦ investigates and states conclusions after moving a variety of toy vehicles on different surfaces</li> </ul> </li> </ul>	
<p>VI.A.3.</p> <ul style="list-style-type: none"> <li>• Child uses simple measuring devices to learn about object. For example, the child:               <ul style="list-style-type: none"> <li>◦ investigates and discusses the mass of a variety of items (rocks, feathers, metal chain, etc.) using a balance or scale; categorizes weighted objects (heavy/light); and length of objects (long/short)</li> <li>◦ measures volume of water, sand, etc. using non-standard measures (4 cups to fill 1 small bucket)</li> <li>◦ measures length using non-standard units</li> <li>◦ observes and describes temperature of materials, including outdoor air temperature (colder/warmer/hotter)</li> </ul> </li> </ul>	

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

## VI. SCIENCE DOMAIN

Texas Early Learning Standard	TeachSmart®
<p>VI.A.4.</p> <ul style="list-style-type: none"> <li>• Child investigates and describes sources of energy including light, heat, and electricity. For example, the child:               <ul style="list-style-type: none"> <li>◦ describes sources of heat and light (sun, wind, water as energy sources) and the safety issues associated with these</li> <li>◦ identifies toys that need batteries and equipment in the home that needs electricity to function</li> </ul> </li> </ul>	
<p><b>B. Life Sciences Skills</b> – Prekindergarten children are naturally curious about the characteristics of organisms. Children understand differences in living and non-living things.</p>	
<p>VI.B.1.</p> <ul style="list-style-type: none"> <li>• Child identifies and describes the characteristics of organisms. For example, the child:               <ul style="list-style-type: none"> <li>◦ describes color size and shape of organisms</li> <li>◦ describes animals’ needs for food, water, air, and shelter or plants, needs for water, nutrients, air, and light</li> <li>◦ compares differences and similarities of animals (fish live in water, dogs and cats have fur, all birds have feathers)</li> <li>◦ uses the tools of science (hand lens and measurement tools) to observe and discuss plants and animals</li> </ul> </li> </ul>	
<p>VI.B.2.</p> <ul style="list-style-type: none"> <li>• Child describes life cycles of organisms. For example, the child:               <ul style="list-style-type: none"> <li>◦ plants seeds, then observes, discusses, and records plant growth</li> <li>◦ observes, records, and discusses the stage of the life cycle of an organism (baby, dog, cat, and chicken)</li> <li>◦ describes characteristics and differences between living and non-living</li> <li>◦ observes and discussed human growth (growth charts at the beginning of the year and again at the end of the year)</li> </ul> </li> </ul>	
<p>VI.B.3.</p> <ul style="list-style-type: none"> <li>• Child recognizes, observes, and discusses the relationship of organisms to their environments. For example, the child:               <ul style="list-style-type: none"> <li>◦ discusses how animals and humans depend on plants (birds eat seeds, cows eat grass, humans eat vegetables)</li> <li>◦ observes, discusses, and records living organism (spiders, insects, worms, snails, birds) in their natural environments to learn about their habits</li> <li>◦ observes, discusses, and records seasonal changes in the neighborhood trees and organisms (watches for birds in the spring as they collect nesting materials)</li> <li>◦ discusses how seasons affect his daily life (clothes he wears or activities he plays)</li> <li>◦ describes and explains animal behaviors ( a bird building a nest)</li> </ul> </li> </ul>	



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

## VI. SCIENCE DOMAIN

Texas Early Learning Standard	TeachSmart®
<p><b>C. Earth and Space Science Skills</b> – Prekindergarten children are enthusiastic learners about earth and space. They are intrigued by their local environment. Discovering their place in the world is exciting and fun for them.</p>	
<p>VI.C.1.</p> <ul style="list-style-type: none"> <li>• Child identifies compares, discusses earth materials, and their properties and uses. For example, the child:               <ul style="list-style-type: none"> <li>◦ observes, discusses, and compares earth materials (rocks, soil, and sand) using hand lenses, sieves, water, and balances</li> <li>◦ identifies the importance of soil, sunlight, air, and water to plant growth</li> <li>◦ discusses and explains ways earth materials are used for building houses, road construction, and decorative purposes (the uses of rocks)</li> </ul> </li> </ul>	
<p>VI.C.2.</p> <ul style="list-style-type: none"> <li>• Child identifies, observes, and discusses objects in the sky. For example, the child:               <ul style="list-style-type: none"> <li>◦ observes and discusses characteristics of clouds and makes representations (finger painting the clouds in the sky)</li> <li>◦ asks questions and/or makes comments about the sun, stars, and moon</li> <li>◦ investigates what happens to things exposed to the sun (children get warmer; colors are created when a prism hangs in a window)</li> </ul> </li> </ul>	
<p>VI.C.3.</p> <ul style="list-style-type: none"> <li>• Child observes and describes what happens during changes in the earth and sky. For example, the child:               <ul style="list-style-type: none"> <li>◦ observes and describes how different items (rock, metal) respond to the warmth of the sun outside on a sunny day or a cold/cloudy day</li> <li>◦ explains what happens after a weather event (erosion after a rain storm; movements of leaves after a wind storm)</li> <li>◦ observes, records, and predicts daily weather changes (weather charts)</li> <li>◦ investigates with objects to observe what happens during a windy day (flying a kite)</li> <li>◦ observes shadows and describes the relationship between the shadow and a light source (sun, flashlight, lamp)</li> <li>◦ observes seasonal changes</li> </ul> </li> </ul>	
<p>VI.C.4.</p> <ul style="list-style-type: none"> <li>• Child demonstrates the importance of caring for our environment and our planet. For example, the child:               <ul style="list-style-type: none"> <li>◦ discusses “green” practices (water conservation, clean air, recycling, etc.)</li> <li>◦ engages in conservation or recycling projects (not using as many paper towels, using both sides of the paper)</li> <li>◦ goes on a “trash hunt” to clean the school yard</li> </ul> </li> </ul>	

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

## VI. SCIENCE DOMAIN

Texas Early Learning Standard	TeachSmart®
<b>D. Personal Safety and Health Skills</b> – Prekindergarten children demonstrate an understanding of health and safety issues as it relates to their daily routines and activities. Children learn to make healthy choices in nutrition and understand the importance of well-being through exercise and rest.	
VI.D.1 • Child practices good habits of personal safety. For example, the child: <ul style="list-style-type: none"> <li>◦ follows/uses safety procedures while using common tools and materials (glue, scissors, rulers, pencils, hammers, wood, safety goggles)</li> <li>◦ dramatizes/demonstrates an understanding of fire safety and shelter in place procedures (stop, drop, roll; walking to an exit during fire drills, etc.)</li> <li>◦ describes pet safety and care</li> </ul>	✓
VI.D.2. • Child practices good habits of personal health and hygiene. For example, the child: <ul style="list-style-type: none"> <li>◦ coughs and sneezes into their elbows (not cover their mouth with their hands)</li> <li>◦ washes hands after using the toilet and before snack and lunch</li> </ul>	
VI.D.3. • Child identifies good habits of nutrition and exercise. For example, the child: <ul style="list-style-type: none"> <li>◦ identifies and discusses nutritious healthy snacks</li> <li>◦ participates in preparing healthy nutritious snacks</li> <li>◦ discusses the fact that some substances are not good for the body</li> <li>◦ demonstrates an understanding that foods can be grouped as “go” (good to eat), “slow” (sometimes foods), and “whoa” foods (least healthy)</li> <li>◦ demonstrates and discusses the need for exercise and rest to stay healthy</li> </ul>	✓

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

## VII. SOCIAL STUDIES DOMAIN

Texas Early Learning Standard	TeachSmart®
<p><b>A. People, Past and Present Skills</b> – Prekindergarten children are aware of time and begin to organize their lives around it. Four-year-old children learn to depend on events and routines that occur in a regular and predictable order. They begin to understand past events and how these events relate to present and future activities, demonstrating evidence of their growing understanding of time, change and continuity.</p>	
<p>VII.A.1.</p> <ul style="list-style-type: none"> <li>• Child identifies similarities and differences in characteristics of people. For example, the child:               <ul style="list-style-type: none"> <li>◦ draws, paints, or colors a body outline of herself and adds colors for clothing, hair, and eyes that match her own</li> <li>◦ shares that people speak different languages by responding to the teacher while making a graph about differences they have observed (“How many speak Korean?” “How many speak English?” “How many speak Spanish?” “How many speak two languages?”)</li> <li>◦ talks about family members and how they are different, such as some are taller or older than others</li> <li>◦ identifies similarities among people like herself and classmates as well as among people from other cultures</li> <li>◦ respects people from other cultures</li> </ul> </li> </ul>	
<p>VII.A.2.</p> <ul style="list-style-type: none"> <li>• Child identifies similarities and differences in characteristics of families. For example, the child:               <ul style="list-style-type: none"> <li>◦ Role-plays a variety of family members in the pretend play center using words and actions</li> <li>◦ During circle time, shares their family members’ jobs</li> <li>◦ Looks at pictures or photographs about families and makes comments such as, “I have 2 sisters and you have 1.”</li> </ul> </li> </ul>	
<p>VII.A.3.</p> <ul style="list-style-type: none"> <li>• Child organizes their life around events, time, and routines. For example, the child:               <ul style="list-style-type: none"> <li>◦ identifies common events and routines (snack time, story time)</li> <li>◦ categorizes time intervals using words (today, tomorrow, next time)</li> <li>◦ connects past events to current events (linking yesterday’s activity with what will happen today)</li> </ul> </li> </ul>	

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

## VII. SOCIAL STUDIES DOMAIN

Texas Early Learning Standard	TeachSmart®
<p><b>B. Economic Skills</b> – In prekindergarten, children learn about the world in their community. They explore the roles and relationships of consumers and producers, and become aware that people produce services as well as goods. Children learn that their community benefits from many different people working in many different ways.</p>	
<p>VII.B.1.</p> <ul style="list-style-type: none"> <li>• Child demonstrates that all people need food, clothing, and shelter. For example, the child:               <ul style="list-style-type: none"> <li>◦ looks at books of different kinds of shelter and makes a journal entry of a picture of his shelter</li> <li>◦ looks at books of different kinds of food and makes a journal entry of pictures of foods she ate for dinner</li> <li>◦ looks at books of different clothing and makes a journal entry picture of the clothes he wore to school that day</li> </ul> </li> </ul>	
<p>VII.B.2.</p> <ul style="list-style-type: none"> <li>• Child participates in activities to help them become aware of what it means to be a consumer. For example, the child:               <ul style="list-style-type: none"> <li>◦ participates in buying items found in the store/restaurant in the pretend play center (“I had enough money to buy 2 apples, but not 3.”)</li> <li>◦ shares experiences with the other children detailing shopping experiences with their family</li> </ul> </li> </ul>	
<p>V.II.B.3.</p> <ul style="list-style-type: none"> <li>• Child discusses the roles and responsibilities of workers. For example, the child:               <ul style="list-style-type: none"> <li>◦ identifies school helpers (principal/director, secretary, nurse, custodians, etc.) and explains how they help the child or school</li> <li>◦ pretends to be different school helpers during play</li> <li>◦ identifies community helpers (police officers, firefighters, paramedics, bus drivers, etc.)</li> <li>◦ pretends to be different community helpers during play</li> <li>◦ participates in the creation of class books about school and community helpers</li> </ul> </li> </ul>	✓
<p><b>C. Geography Skills</b> – Prekindergarten children begin to think about geography using location and direction. Children use direction to locate their relative position in space and to locate their home and school in their community.</p>	
<p>VII.C.1.</p> <ul style="list-style-type: none"> <li>• Child identifies and creates common features in her immediate environment. For example, the child:               <ul style="list-style-type: none"> <li>◦ identifies common features in the home and school environment (The library has books. The playground has a swing.)</li> <li>◦ creates simple representations of home, school or community (drawings or block constructions)</li> <li>◦ identifies common features of the local landscape (houses, buildings, streets)</li> <li>◦ brings items representing family heritage from home for show and tell</li> </ul> </li> </ul>	



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

## VII. SOCIAL STUDIES DOMAIN

Texas Early Learning Standard	TeachSmart®
<b>D. Citizenship Skills</b> – The child begins to understand important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity.	
VII.D.1. <ul style="list-style-type: none"> <li>• Child identifies flags of the United States and Texas. For example, the child:               <ul style="list-style-type: none"> <li>◦ identifies (by pointing) the United States flag when asked</li> <li>◦ identifies (by pointing) the Texas flag when asked</li> <li>◦ compares the similarities between the United States flag and the Texas flag</li> <li>◦ discusses the differences between the United States and the Texas flags</li> </ul> </li> </ul>	
VII.D.2 <ul style="list-style-type: none"> <li>• Child recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence. For example, the child:               <ul style="list-style-type: none"> <li>◦ Participates in daily Pledge of Allegiance activities</li> <li>◦ Discusses why the Pledge of Allegiance is said</li> <li>◦ Discusses places they have said the pledge outside of school (ball games, assemblies, etc.)</li> </ul> </li> </ul>	
VII.D.3 <ul style="list-style-type: none"> <li>• The child engages in voting as a method for group decision-making. For example, the child:               <ul style="list-style-type: none"> <li>◦ Votes in classrooms decisions (playing inside vs. playing outside; singing “Twinkle Twinkle Little Star” vs “Five Little Monkeys”).</li> <li>◦ Reports to the group, times their family has participated in voting</li> <li>◦ Creates voting situations in dramatic play center (asks their friends to vote whether they want to play hospital or restaurant)</li> </ul> </li> </ul>	
VII.D.4. <ul style="list-style-type: none"> <li>• The child identifies similarities among people like himself and classmates as well as among himself and people from other cultures. For example, the child:               <ul style="list-style-type: none"> <li>◦ explains and demonstrates family celebrations (draws and writes about family holidays and celebrations)</li> <li>◦ participates in class discussions of family customs and traditions (Cinco de Mayo, Chinese New Year, etc.)</li> </ul> </li> </ul>	

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

## VIII. FINE ARTS DOMAIN

Texas Early Learning Standard	TeachSmart®
<p><b>A. Art Skills</b> – Children explore a wide variety of materials and make discoveries about color, shape, and texture through art experiences. They learn to express what they know and begin to recognize how others express themselves through art. They also begin to gain control of fine-motor muscles and practice hand-eye coordination.</p>	
<p>VIII.A.1.</p> <ul style="list-style-type: none"> <li>• Child uses a variety of art materials and activities for sensory experience and exploration. For example, the child:               <ul style="list-style-type: none"> <li>◦ investigates with a variety of materials (crayons, paint, clay, markers)</li> <li>◦ manipulates modeling clay by rolling, pinching, squeezing, patting, and cutting</li> <li>◦ mixes colors to make other colors (red and yellow finger paint to make orange)</li> <li>◦ uses different sizes of brushes to paint</li> <li>◦ selects a variety of materials in the art center for exploration (painting with cotton swabs on paper)</li> <li>◦ comments on colors, shapes, space, textures, and objects in the environment</li> <li>◦ creates artwork inspired by music</li> </ul> </li> </ul>	✓
<p>VIII.A.2.</p> <ul style="list-style-type: none"> <li>• Child uses art as a form of creative self-expression and representation. For example, the child:               <ul style="list-style-type: none"> <li>◦ talks about what he is going to create (“I’m going to paint a picture of my family.”)</li> <li>◦ describes own work (“This is me riding my bike.”)</li> <li>◦ demonstrates steps of creating own work (“First I rolled the clay into a ball. Then I ...”)</li> <li>◦ creates drawings and paintings that gradually become more realistic and detailed</li> <li>◦ uses a variety of materials to create art forms</li> <li>◦ develops a vocabulary to share opinions about artistic creations and experiences</li> </ul> </li> </ul>	✓
<p>VIII.A.3.</p> <ul style="list-style-type: none"> <li>• Child demonstrates interest in and shows appreciation for the creative work of others. For example, the child:               <ul style="list-style-type: none"> <li>◦ comments on the artwork of a classmate</li> <li>◦ responds to comments made by classmates about a picture (“Yes, I drew a green house because that is my favorite color.”)</li> <li>◦ recognizes books illustrated by the same illustrator</li> <li>◦ comments on pictures in books</li> <li>◦ explores art from a variety of cultures</li> </ul> </li> </ul>	✓

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

## VIII. FINE ARTS DOMAIN

Texas Early Learning Standard	TeachSmart®
<p><b>B. Music Skills</b> – Four-year-old children express themselves through singing and movement, and by playing simple instruments. Like art, music is a form of experiencing, learning, and communicating with others. Children learn to experiment with music concepts, volume, tempo, and sound. They begin to appreciate different types of music.</p>	
<p>VIII.B.1.</p> <ul style="list-style-type: none"> <li>• Child participates in classroom music activities. For example, the child:               <ul style="list-style-type: none"> <li>◦ sings along with familiar songs during circle time (“Old McDonald Had a Farm”)</li> <li>◦ sings songs about concepts learned in the curriculum (singing about planting seeds when the theme is gardening, transportation songs, etc.)</li> <li>◦ joins in with familiar finger plays (“Eency Weency Spider”)</li> <li>◦ plays the classroom musical instruments (uses instruments to help retell a story, uses instruments to represent a character in a story)</li> <li>◦ chooses to listen to music during centers</li> <li>◦ makes up and sings songs during the day</li> <li>◦ creates own musical instruments using boxes, strings, rubber bands, and cans (props can be added to dramatic play or in other centers)</li> <li>◦ sings/plays songs from different cultures</li> </ul> </li> </ul>	
<p>VIII.B.2.</p> <ul style="list-style-type: none"> <li>• Child responds to different musical styles through movement and play. For example, the child:               <ul style="list-style-type: none"> <li>◦ uses props (scarves, streamers) to create movements to music</li> <li>◦ follows the beat using body and musical instruments (walks or jumps to the beat)</li> <li>◦ distinguishes between different types of music (loud/soft, fast/slow, happy/sad, etc.)</li> <li>◦ starts and stops playing of musical instruments when the music starts or stops</li> <li>◦ describes and expresses moods with a variety of music</li> <li>◦ talks about different styles of music</li> </ul> </li> </ul>	

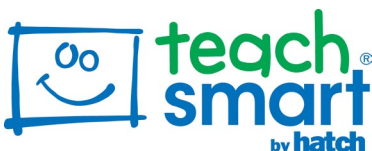
# The Texas Early Learning Standards Correlated to TeachSmart® by Hatch®

## VIII. FINE ARTS DOMAIN

Texas Early Learning Standard	TeachSmart®
<p><b>C. Dramatic Expression Skills</b> – Creative drama in prekindergarten involves young children in expressive and spontaneous productions. Children demonstrate their unique interpretation of music, songs, and stories through movement and dramatic experiences. These experiences contribute to children’s ability to communicate more effectively and engage in cooperative activities with others.</p>	
<p>VIII.C.1.</p> <ul style="list-style-type: none"> <li>• Child creates or recreates stories, moods, or experiences through dramatic representations. For example, the child:           <ul style="list-style-type: none"> <li>◦ dramatizes a story read aloud (a familiar fairy tale)</li> <li>◦ engages in dramatic play with classmates (plays the part of different characters in a familiar book)</li> <li>◦ creates props to dramatize a story read aloud or represent mood</li> <li>◦ recreates event from his own life</li> <li>◦ uses movements to pantomime movements of various animals (moves like an elephant, sneaks like a mouse) and to develop motor skills</li> <li>◦ uses voice to represent sound to act out characters in a story (high and low pitches)</li> </ul> </li> </ul>	

## IX. PHYSICAL DEVELOPMENT DOMAIN

Texas Early Learning Standard	TeachSmart®
<p><b>A. Gross Motor Development Skills</b> – Children explore their physical space and understand how their bodies function in space through active movement experiences. Loco-motor skills are developed first, followed by stability (turning, twisting, balancing, dodging) and manipulative (throwing, catching, kicking, striking) motor skills. Gross motor development requires thought and deliberate movement. Four-year-old children develop greater control of gross-motor manipulative movements that involve giving force to objects and receiving force from objects.</p>	
<p>IX.A.1.</p> <ul style="list-style-type: none"> <li>• Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner). For example, the child:           <ul style="list-style-type: none"> <li>◦ maintains balance while walking on a balance beam or standing on one foot</li> <li>◦ hops on one foot, walks, jogs, jumps, and gallops</li> <li>◦ carries a bowl or plate of objects from one spot to another</li> <li>◦ coordinates leg and body movements to sustain swinging on a swing</li> <li>◦ moves and stops with control over speed and direction (moves back and forth, side to side)</li> </ul> </li> </ul>	



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

## IX. PHYSICAL DEVELOPMENT DOMAIN

Texas Early Learning Standard	TeachSmart®
<p>IX.A.2.</p> <ul style="list-style-type: none"> <li>• Child coordinates sequence of movements to perform tasks. For example, the child:               <ul style="list-style-type: none"> <li>◦ moves within a space of defined boundaries, changing body configuration to accommodate the space (moving through an obstacle course)</li> <li>◦ moves body into position to catch or kick a ball</li> <li>◦ uses axial movements such as reaching, twisting, turning, and bending</li> <li>◦ participates in group games involving movement (“Hockey, Pokey”)</li> <li>◦ moves from one space to another in a variety of ways (running, jumping, hopping, skipping)</li> <li>◦ moves in rhythm to simple tunes and music patterns</li> </ul> </li> </ul>	
<p><b>B. Fine-Motor Development Skills</b> – Fine-motor manipulative movements involve object-handling activities that emphasize motor control, precision, and accuracy of movement. Using a computer mouse, cutting with scissors, and drawing are the foundational skills needed for the demands of handwriting and other small-motor skills in later school years.</p>	
<p>IX.B.1</p> <ul style="list-style-type: none"> <li>• Child shows control of tasks that require small-muscle strength and control. For example, the child:               <ul style="list-style-type: none"> <li>◦ manipulates and shapes modeling clay</li> <li>◦ uses pincer control (grasps small objects between thumb and index finger) to manipulate tools (tweezers, eyedroppers) and manipulatives (linking cubes)</li> <li>◦ uses hands and fingers to manipulate various classroom materials (placing caps on and off markers; using various size brushes to paint at the easel)</li> <li>◦ holds drawing and writing utensils in a more conventional grasp (with fingers instead of fist)</li> </ul> </li> </ul>	✓
<p>IX.B.2</p> <ul style="list-style-type: none"> <li>• Child shows increasing control of tasks that require eye-hand coordination. For example, the child:               <ul style="list-style-type: none"> <li>◦ Puts together puzzles with interlocking pieces</li> <li>◦ Accomplishes self-help tasks (buttoning, zipping, snapping)</li> <li>◦ Strings small beads</li> <li>◦ Completes lacing cards</li> <li>◦ Draws recognizable pictures and shapes</li> </ul> </li> </ul>	✓

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

## X. TECHNOLOGY APPLICATIONS DOMAIN

Texas Early Learning Standard	TeachSmart®
<p><b>A. Technology and Devices Skills</b> – Children learn how technology can enhance our lives. Technology includes computers, voice/sound recorders, televisions, digital cameras, personal digital assistants, and MP3 devices or iPODs. Surrounded by technology, children can benefit from becoming aware of and interacting with voice/sound recorders and other technology that may be available. They develop techniques for handling and controlling various devices, becoming increasingly confident and independent users of age-appropriate technologies.</p>	
<p>X.A.1.</p> <ul style="list-style-type: none"> <li>• Child opens and navigates through software programs designed to enhance development of appropriate concepts. For example, the child:               <ul style="list-style-type: none"> <li>◦ follows basic oral or visual cues for operating programs successfully</li> <li>◦ listens to and interacts with storybooks and information texts (multimedia encyclopedia) in electronic forms</li> </ul> </li> </ul>	✓
<p>X.A.2</p> <ul style="list-style-type: none"> <li>• Child uses and names a variety of computer input devices, such as mouse, keyboard, voice/sound recorder, touch screen, CD-ROM. For example, the child:               <ul style="list-style-type: none"> <li>◦ moves and double-clicks the mouse to interact with software programs</li> <li>◦ uses terminology to describe work on computer</li> </ul> </li> </ul>	✓
<p>X.A.3.</p> <ul style="list-style-type: none"> <li>• Child operates voice/sound recorders and touch screens. For example, the child:               <ul style="list-style-type: none"> <li>◦ uses voice/sound recording and touch screen devices appropriately</li> <li>◦ inserts and plays CD to listen to songs</li> </ul> </li> </ul>	✓
<p>X.A.4.</p> <ul style="list-style-type: none"> <li>• Child uses software applications to create and express own ideas. For example, the child:               <ul style="list-style-type: none"> <li>◦ creates writings and drawings using software</li> <li>◦ uses a variety of software packages with audio, video, and graphics to enhance learning experiences (improving vocabulary; increasing phonological awareness)</li> </ul> </li> </ul>	✓
<p>X.A.5</p> <ul style="list-style-type: none"> <li>• Child recognizes that information is accessible through the use of technology. For example, the child:               <ul style="list-style-type: none"> <li>◦ learns new information through interaction with technology</li> </ul> </li> </ul>	✓