

The South Carolina Early Learning Standards Correlated to TeachSmart® by Hatch®

Developmental Area: Approaches to Learning

South Carolina Early Learning Standard	TeachSmart®
Children engage in play as a means to develop their individual approaches to learning.	
<ul style="list-style-type: none"> • AL-4K-1.1 Show creativity and imagination using materials in representational play. <ul style="list-style-type: none"> ◦ Uses two short cardboard tubes to make binoculars in the science center. ◦ Uses play dough to fill muffin tins when “cooking” in the dramatic play center. 	✓
<ul style="list-style-type: none"> • AL-4K-1.2 Demonstrate increasing ability to identify and take appropriate risks in order to learn and demonstrate new skills. <ul style="list-style-type: none"> ◦ Asks the adult to come over to the climbing structure to spot him while he tries to go across the ladder. ◦ Volunteers to name all of the children in the circle. 	✓
Children show curiosity, eagerness and satisfaction as learners.	
<ul style="list-style-type: none"> • AL-4K-2.1 Show curiosity in an increasing variety of activities, tasks, and learning. <ul style="list-style-type: none"> ◦ Volunteers to look at the caterpillars to see if any have emerged from their chrysalis. ◦ Asks for more yarn so he can see how much it takes to go all around the room. 	✓
<ul style="list-style-type: none"> • AL-4K-2.2 Demonstrate eagerness and interest as a learner by questioning and adding ideas. <ul style="list-style-type: none"> ◦ Asks how water makes the wheel turn at the water table. ◦ Brings pipe cleaners to dramatic play so the cat can have whiskers. 	✓
<ul style="list-style-type: none"> • AL-4K-2.3 Demonstrate delight or satisfaction when completing a task, solving a problem, or making a discovery. <ul style="list-style-type: none"> ◦ Calls an adult over to see how she arranged all of the dishes in the cabinet. ◦ Expresses glee when he realizes the adult has stopped pushing and he is pumping himself on the swing. 	✓
Children demonstrate initiative, engagement, and persistence in learning.	
<ul style="list-style-type: none"> • AL-4K-3.1 Demonstrate growing initiative in selecting and carrying out activities. <ul style="list-style-type: none"> ◦ Looks for the hole-puncher, yarn, and paper needed to make a picture. ◦ Asks an adult for red paint to color the play dough because last week an adult has made green play dough. 	✓

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<ul style="list-style-type: none"> • AL-4K-3.2 Show increasing ability to maintain interest in self-selected activities and play despite distractions and interruptions. <ul style="list-style-type: none"> ◦ Asks to leave a block structure standing so they can continue to play later. ◦ Continues to work on a puzzle even when others left the area. 	✓
<ul style="list-style-type: none"> • AL-4K-3.3 Show ability to focus attention for increasing variety of chosen tasks and activities for short periods of time (10-20 minutes). <ul style="list-style-type: none"> ◦ Works on a more difficult puzzle until it is complete. ◦ Adds more and more colors to a painting until he achieves the look he wants. 	✓
Children demonstrate an increasing ability to envision a goal and to accomplish it.	
<ul style="list-style-type: none"> • AL-4K-4.1 Understand a task can be accomplished through several steps. <ul style="list-style-type: none"> ◦ Gets clean paper and a smock before going to the easel to paint. ◦ Takes a turn to care for a plant, gets a watering can, fills with water, waters plant and puts can away. 	✓
<ul style="list-style-type: none"> • AL-4K-4.2 Demonstrate an increasing ability to organize actions and materials in the learning environment. <ul style="list-style-type: none"> ◦ Puts drawings in a cubby to take home. ◦ Collects items in order to create a “library” for her friends. 	✓
<ul style="list-style-type: none"> • AL-4K-4.3 Demonstrate an increasing ability to follow through with tasks and activities. <ul style="list-style-type: none"> ◦ Creates a “library” after collecting books, cards and a date stamp. ◦ Gathers up all of the drawings in her cubbies at the end of the day to show to parents. 	✓
<ul style="list-style-type: none"> • AL-4K-4.4 Try to solve problems encountered in play. <ul style="list-style-type: none"> ◦ Looks for a flat surface to build on after the block tower falls over. ◦ Gets a red crayon or pencil to finish the picture after the red marker runs dry. 	✓
Children extend their learning through the use of memory, reasoning, and problem-solving skills.	
<ul style="list-style-type: none"> • AL-4K-5.1 Represent prior events and personal experiences in one or more ways. <ul style="list-style-type: none"> ◦ Creates animals with clay after a trip to the zoo. ◦ Plays “drive-thru” after a trip to McDonalds. 	✓

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<ul style="list-style-type: none"> • AL-4K-5.2 Demonstrate increasing ability to use prior knowledge to understand new experiences. <ul style="list-style-type: none"> ◦ Tells friends that the ice on the sliding boards is just like the “hard water” in his puppy’s dish that morning. ◦ Tries to fold the paper and cut a heart shape because “that’s how my mama showed me.” 	
<ul style="list-style-type: none"> • AL-4K-5.3 Reason about events, relationships, or problems. <ul style="list-style-type: none"> ◦ Tells a friend that this block tower fell down because the blocks on the bottom were too small. ◦ Says that the new child with the same name must start it with the same letter. 	✓
<ul style="list-style-type: none"> • AL-4K-5.4 Demonstrate growing ability to predict possible outcomes based on prior experiences and knowledge. <ul style="list-style-type: none"> ◦ Predicts the end of the story when hearing it for the first time. ◦ Predicts that the largest pumpkin will weigh the most. 	✓

Developmental Area: Social and Emotional Development

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Children will demonstrate a positive sense of self.	
<ul style="list-style-type: none"> • SE-4K-1.1 Describe characteristics of self and others. <ul style="list-style-type: none"> ◦ Tells an adult that she and her friend both like horses and dogs, but he’s a boy and she’s a girl. ◦ Tells a friend that he’s taller than she is, but they are both 4 years old. 	
<ul style="list-style-type: none"> • SE-4K-1.2 Demonstrate self direction by making choices among peers, activities and materials. <ul style="list-style-type: none"> ◦ Decides to build an airport with blocks, gathers blocks needed and proceeds to build. ◦ Takes a friend’s hand and says, “Let’s be partners for the trip to the zoo.” 	✓
<ul style="list-style-type: none"> • SE-4K-1.3 Demonstrates confidence by participating in most classroom activities. <ul style="list-style-type: none"> ◦ Joins in small group activity with math manipulatives. ◦ Sings familiar songs during circle time. 	✓



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<ul style="list-style-type: none"> • SE-4K-1.4 Stand up for rights much of the time. <ul style="list-style-type: none"> ◦ Tells a friend that he is not done yet and she can have a turn when he is finished. ◦ Says to adult, “I didn’t get any rhythm sticks when you passed them out.” 	
<ul style="list-style-type: none"> • SE-4K-1.5 Respond respectfully to positive and negative feedback from adults most of the time. <ul style="list-style-type: none"> ◦ Goes to get towels to wipe up water he spilled after the teacher tells him it is not safe for others. ◦ Rejoins group quickly when the teacher reminds her of field trip rules. 	✓
Children will demonstrate self control, respect and responsibility.	
<ul style="list-style-type: none"> • SE-4K-2.1 Follow classroom rules and procedures with reminders. <ul style="list-style-type: none"> ◦ Cleans up materials and goes to rug for circle when adult strums autoharp. ◦ Washes hands and hangs up apron when finished painting at easel. 	✓
<ul style="list-style-type: none"> • SE-4K-2.2 Use classroom materials responsibly, most of the time. <ul style="list-style-type: none"> ◦ Returns math counters to container after use. ◦ Uses only hands to play bongo drum so the skin doesn’t get broken. 	✓
<ul style="list-style-type: none"> • SE-4K-2.3 Manage transitions positively when told what to expect. <ul style="list-style-type: none"> ◦ Accepts change in routing when adult explains that they will have puppet show today. ◦ Begins to clean up when familiar cue, such as clean-up song, is heard. 	
<ul style="list-style-type: none"> • SE-4K-2.4 Recognize effect on others of own behavior most of the time. <ul style="list-style-type: none"> ◦ Stops teasing another child when she sees her start to cry. ◦ Sees that classmate is frightened by loud ghost noises he is making. 	
<ul style="list-style-type: none"> • SE-4K-2.5 Demonstrate with adult guidance simple techniques to solve social problems. <ul style="list-style-type: none"> ◦ Tells friend he will set the timer so he can have a turn to play at the water table, too. ◦ Sits down with adult and classmate to decide how to divide up the blocks so both can build. 	
Children express feelings and show concern for others.	
<ul style="list-style-type: none"> • SE-4k-3.1 Recognize own feelings and describe them some of the time. <ul style="list-style-type: none"> ◦ Tells a friend that he’s excited because his aunt is coming to visit today. ◦ Asks teacher to let her sit beside her in circle time because she’s missing her mom. 	✓

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<ul style="list-style-type: none"> • SE-4K-3.2 Develop strategies to express strong emotion with adult help. <ul style="list-style-type: none"> ◦ Plans to go get the play dough and pound it when she feels angry. ◦ Tells her friend that she is going to paint a picture for her dad because he lives far away now and she misses him. 	
<ul style="list-style-type: none"> • SE-4K-3.3 Express fears and concerns to familiar adult. <ul style="list-style-type: none"> ◦ Tells the teacher that she is afraid of monsters just like in the book they read. ◦ Explains that he is late today as he had a bad dream last night and his dad stayed in his room with him for a while before he went back to sleep 	
<ul style="list-style-type: none"> • SE-4K-3.4 Show awareness and respond to feelings of others with adult guidance and support. <ul style="list-style-type: none"> ◦ Goes to talk to classmate who is upset because his dog is missing. ◦ Draws picture for child who is celebrating birthday. 	✓
Children will form healthy social relationships.	
<ul style="list-style-type: none"> • SE-4K-4.1 Display emerging social skills of trying to take turns and talk with others during play. <ul style="list-style-type: none"> ◦ Tells classmate that he can use the magnifying glass next because she's almost finished. ◦ Asks classmate if she wants him to get more blocks so their building can be really tall. 	
<ul style="list-style-type: none"> • SE-4K-4.2 Develop friendship with one or two preferred children. <ul style="list-style-type: none"> ◦ Chooses friends who like to play the same things she prefers. ◦ Excludes others sometimes when playing with special friend. 	✓
<ul style="list-style-type: none"> • SE-4K-4.3 Demonstrate strategies to join group with adult support. <ul style="list-style-type: none"> ◦ Asks adult for a ball so she can join the group bouncing balls. ◦ Tells classmate that he will be the chef in the restaurant since they don't have one. 	
<ul style="list-style-type: none"> • SE-4K-4.4 Participate in group life of class. <ul style="list-style-type: none"> ◦ Contributes to class story about field trip. ◦ Volunteers to bring in pinecones for science activity. 	
<ul style="list-style-type: none"> • SE-4K-4.5 Interact easily with familiar adults by engaging in conversations, responding to questions and following direction. <ul style="list-style-type: none"> ◦ Responds to the teacher's questions about the game he was playing on the playground. ◦ Listens to teacher give directions for self-serve snack and then helps herself. 	✓



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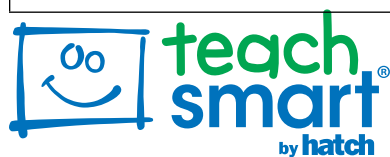
Developmental Area: English Language Arts and Literacy

South Carolina Early Learning Standard	TeachSmart®
<p>1. Reading: Understanding and Using Literary Texts – Students in Kindergarten read four major types of literary texts: fiction, literary non-fiction, poetry and drama. In the category of fiction, they read the following specific types of texts: picture books and fantasy. In the category of literary nonfiction, autobiographical and biographical sketches are read aloud to students. In the category of poetry, they read nursery and counting rhymes, songs, narrative poems, lyrical poems, humorous poems, and free verse.</p>	
<ul style="list-style-type: none"> • ELA-4K-1.1 Show interest in informational texts about familiar objects. <ul style="list-style-type: none"> ◦ Chooses to look at pictures, newspapers, magazines and books including non-fiction topics such as current events, animals, cars and other topics of interests as they are displayed in classroom in various areas. ◦ Names the idea (subject) of the text and describes details of the subjects such as, “Cats have claws.” 	
<ul style="list-style-type: none"> • ELA-4K-1.2 Make relevant comments or appropriate responses to story events or characters. <ul style="list-style-type: none"> ◦ Responds that the caterpillar might be getting sick while hearing a story about the life cycle of the butterfly. ◦ Imitates the facial expression and chimes in the repeated refrain, “not by the hair on my chinny chin chin.” 	✓
<ul style="list-style-type: none"> • ELA-4K-1.3 Distinguish between descriptions of story events and spoken words of characters. <ul style="list-style-type: none"> ◦ Participates in spoken lines in texts such as “I’m going to huff and puff and blow your house down” while listening to <u>The Three Little Pigs</u>. ◦ Reminds a friend to wait until the teacher tells about the Big Billy Goat on the bridge before you say the Troll’s part. 	✓
<ul style="list-style-type: none"> • ELA-4K-1.4 Respond to elements of colorful language in stories and poetry. <ul style="list-style-type: none"> ◦ Wiggles on his belly to show how the snake “slithers” through the grass. ◦ Demonstrates the difference between “he banged the door shut” and “he shut the door.” 	✓
<ul style="list-style-type: none"> • ELA-4K-1.5 Retell one or two events from a story read aloud. <ul style="list-style-type: none"> ◦ Tells a friend that Henny Penny thinks that the sky is falling down but it’s really an acorn after hearing <u>The Little Red Hen</u> read. ◦ Lists several of the things that the baby bird encounters on his search for his mother in the book <u>Are You My Mother?</u> 	✓

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<ul style="list-style-type: none"> • ELA-4K-1.6 Begin to identify significant words from text read aloud. <ul style="list-style-type: none"> ◦ Suggests why the author named the bunny the “Hippity-Hoppity Bunny” in the book <u>The Hippity Hoppity Bunny</u>. ◦ Suggests after hearing the book <u>Oonga Boonga</u> that the baby’s wails stopped because Daniel “whispered.” 	✓
<ul style="list-style-type: none"> • ELS-4K-1.7 Recall some details in stories read aloud. <ul style="list-style-type: none"> ◦ Names most of the characters such as the animals in <u>The Big Red Barn</u>. ◦ Comments while sorting buttons that Corduroy lost a button on his overalls. 	✓
<ul style="list-style-type: none"> • ELA-4K-1.8 Incorporate favorite parts of literacy texts into play activities. <ul style="list-style-type: none"> ◦ Hops around on the playground and says “I’m quick as a cricket.” ◦ Paints a picture of a girl and a big dog and says, “That’s Emily and Clifford, the Big Red Dog.” 	✓
<ul style="list-style-type: none"> • ELA-4K-1.9 Begin to distinguish between real and make-believe in stories read aloud. <ul style="list-style-type: none"> ◦ Listens to fantasy books read aloud in a large or small group setting and says, “That story is not real.” ◦ Labels <u>The Old Lady Who Swallowed a Fly</u> as make-believe because all those animals can’t be inside. 	✓
<ul style="list-style-type: none"> • ELA-4K-1.10 Begin to ask questions about the causes of events they observe or hear about in books. <ul style="list-style-type: none"> ◦ Says, “I wonder why spiders eat flies?” when looking at a book about insects. ◦ Wonders if the boat sank because it filled up with water. 	✓
<ul style="list-style-type: none"> • ELA-4K-1.11 Explore books independently. <ul style="list-style-type: none"> ◦ Chooses and looks at books for a short period of time browsing several books. ◦ Goes to Library Corner to look at book read by the teacher earlier in the day. 	✓
2. Reading – Understanding and Using Informational Texts – Kindergarten students read informational (expository/persuasive/argumentative) texts of the following types: informational trade books and magazine articles. They also read directions, graphs and recipes embedded in informational texts.	
<ul style="list-style-type: none"> • ELA-4K-2.1 Show interest in informational texts about familiar objects. <ul style="list-style-type: none"> ◦ Chooses to look at pictures, newspapers, magazines and books including non-fiction topics such as current events, animals, cars and other topics of interests as they are displayed in the classroom in various areas. ◦ Names the idea (subject) of the text and describes details of the subjects such as, “Cats have claws.” 	✓



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<ul style="list-style-type: none"> • ELA-4K-2.2 Begin asking “how and why” questions when looking at texts. <ul style="list-style-type: none"> ◦ Asks how the hummingbird can fly backwards when looking at a bird picture. ◦ Wonders how many people can fit into a helicopter while looking at an airplane book in the block area. 	✓
<ul style="list-style-type: none"> • ELA-4K-2.3 Relate information from texts to personal experience. <ul style="list-style-type: none"> ◦ Smells a picture of flowers and says “Ah.” ◦ Searches through the pictures in <u>Bread, Bread, Bread</u> to find the roll served at lunch. 	✓
<ul style="list-style-type: none"> • ELA-4K-2.4 Incorporate information from informational texts into play activities. <ul style="list-style-type: none"> ◦ Creates a block construction of a zoo when pictures, photos, books about zoos are placed in the block center. ◦ Pretends to be a community helper and uses appropriate conversation after stories and poems about community helpers are shared. 	✓
<ul style="list-style-type: none"> • ELA-4K-2.5 Identify familiar environmental print. <ul style="list-style-type: none"> ◦ Reads environmental print labels while pointing to the word. For example, the child points to the word “Wal-Mart” while reading the picture. ◦ Identifies the stop sign on the traffic puzzle. 	✓
<ul style="list-style-type: none"> • ELA-4K-2.6 Begin to understand graphic information which he/she has participated in creating. <ul style="list-style-type: none"> ◦ Participates in making a graph of favorite fruit by placing the fruit on an oversized floor graph and counting to see which fruit was on the graph the most. ◦ Helps create a mural that shows the different ways the class gets to school each day. 	✓
<ul style="list-style-type: none"> • ELA-4K-2.7 Not expected at this level 	
<ul style="list-style-type: none"> • ELA-4K-2.8 Begin to ask questions about the causes of events they observe or hear about in books. <ul style="list-style-type: none"> ◦ Says, “I wonder why spiders eat flies?” when looking at a book about insects. ◦ Wonders if the boat sank because it filled up with water. 	✓
<ul style="list-style-type: none"> • ELA-4K-2.9 Seek information by looking at texts, signs and photographs in the classroom. <ul style="list-style-type: none"> ◦ Chooses and looks at non-fiction text displayed in the class book corner. ◦ Points to a poster in the block center when asked how he know how to build so many different kinds of bridges. 	✓

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<p>3. Reading – Learning to Read – Indicators for this standard in kindergarten through grade two focus on beginning reading skills and strategies and support the five components-comprehension, fluency, phonemic awareness, phonics, and vocabulary – delineated by the National Reading Panel as central to a child’s learning to read. Although the phonics and phonemic awareness indicators are separated, the National Reading Panel found that the most effective way of teaching phonemic awareness is in conjunction with phonics.</p> <p>These indicators will be assessed by the classroom teacher.</p> <p>Instructional appendixes are provided as the baseline expectations for instruction and are not to be all inclusive documents.</p>	
<ul style="list-style-type: none"> • ELA-4K-3.1 Begin to use both pictures and text read aloud as cues to meaning of unfamiliar words. <ul style="list-style-type: none"> ◦ Attempts to identify which picture on the page shows the rescue dog the teacher is reading about. ◦ Comments as the teacher reads <u>Where The Wild Things Are</u> and shows a picture of their “terrible teeth and claws” that “terrible is something that really scares you.” 	✓
<ul style="list-style-type: none"> • ELA-4K-3.2 Create a different form of a familiar word by adding “-ed” ending to show past action. <ul style="list-style-type: none"> ◦ Recalls center activities by saying “I wanted to paint so I painted my family.” ◦ Tells adult, “I cleaned up all those blocks so Tommy has to clean up the rest.” 	✓
<ul style="list-style-type: none"> • ELA-4K-3.3 Display curiosity and interest in learning new words. <ul style="list-style-type: none"> ◦ Repeats “caboose” after adult points out picture and names kinds of train cars. ◦ Brings a book to adult and asking, “Is this a lion, or a tiger?” 	✓
<ul style="list-style-type: none"> • ELA-4K-3.4 Begin understanding how print is used to bring meaning. <ul style="list-style-type: none"> ◦ Picks out his names on lists of today’s classroom helpers. ◦ Looks at printed labels on containers in Art Center and identifies where specific materials are kept. 	✓
<ul style="list-style-type: none"> • ELA-4K-3.5 Not expected at this level. 	
<ul style="list-style-type: none"> • ELA-4K-3.6 Participate in choral speaking of poems, songs, and stories with repeated patterns. <ul style="list-style-type: none"> ◦ Echoes teacher’s reading of <u>Brown Bear</u>, as she shows the pages in the book. ◦ Repeats, “But he was still hungry” when teacher pauses after each page of <u>The Very Hungry Caterpillar</u>. 	✓



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<ul style="list-style-type: none"> • ELA-4K-3.7 Begin using appropriate voice volume, sentence structure (syntax), and vocabulary. <ul style="list-style-type: none"> ◦ Lowers volume level when teacher reminds “Inside Voices.” ◦ Corrects, “I don’t want none of them carrots” to “I don’t want any carrots” after teacher asks “You don’t want any carrots?” 	✓
<ul style="list-style-type: none"> • ELA-4K-3.8 Use word beginnings and endings as language play or comprehension clue. <ul style="list-style-type: none"> ◦ Plays “Color Bingo” and responds “Brown” when adult asks “What color begins with /br/?” ◦ Adds “jamburger” to friend’s nonsense chant of “hamburger, shamburger” as they wait for lunch. 	✓
<ul style="list-style-type: none"> • ELA-4K-3.9 Recognize rhyming words with adult modeling. <ul style="list-style-type: none"> ◦ Recites “5 Little Monkeys” imitating adult’s rhyme and rhythm patterns. ◦ Chants a jump-rope rhyme or playing “Miss Mary Mack” clapping game on the playground. 	✓
<ul style="list-style-type: none"> • ELA-4K-3.10 Create words by orally adding, deleting, or changing sounds in response to adult prompt. <ul style="list-style-type: none"> ◦ Joins in the song and adding the classmate’s name “Ashley” when the adult sings “Wibbly, wobbly, washley, a dinosaur sat on _____.” ◦ Volunteers “jumper” and “jump rope” when her turn comes to add to words that can be made with “jump.” 	
<ul style="list-style-type: none"> • ELA-4K-3.11 Not expected at this level. 	
<ul style="list-style-type: none"> • ELA-4K-3.12 Begin identifying some letter sounds and matching them to letters. <ul style="list-style-type: none"> ◦ Shows a friend the labels on their cubbies and pointing out how both start with the same letter (M) and “sound the same at the beginning.” ◦ Plays “I Spy” during small group and names objects in the room which begin with the same sound and letter. 	✓
<ul style="list-style-type: none"> • ELA-4K-3.13 Identify several letters and their general order in the alphabet. <ul style="list-style-type: none"> ◦ Says names of letters when seeing his name or friends’ names written on class lists, cubbies, etc. ◦ Identifies “ABC comes at the beginning” or “XYZ comes at the end” but otherwise relies on singing “ABC Song.” 	✓

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<ul style="list-style-type: none"> • ELA-4K-3.14 Beginning to understand that letters can represent speech sounds. <ul style="list-style-type: none"> ◦ Shares an alphabet book with a friend and naming the letters and animals they recognize. ◦ Shows the adult a capital M on the calendar and saying that “That says May because M in Madison is my first letter, too.” 	✓
<ul style="list-style-type: none"> • ELA-4K-3.15 Begin to recognize similarities in sounds at the beginning and ending words. <ul style="list-style-type: none"> ◦ Points to each other as partners for new computer game when adult tells group to find someone whose name begins with the same sound. ◦ Comments that “cut” and “wheat” both end with the /t/ sound but they don’t rhyme as group retells <u>The Little Red Hen</u> on the flannel board. 	✓
<ul style="list-style-type: none"> • ELA-4K-3.16 Not expected at this level. 	
<ul style="list-style-type: none"> • ELA-4K-3.17 Not expected at this level. 	
<ul style="list-style-type: none"> • ELA-4K-3.18 Not expected at this level. 	
<ul style="list-style-type: none"> • ELA-4K-3.19 Make connections to prior knowledge, other texts, and the world in response to texts read aloud. <ul style="list-style-type: none"> ◦ Tells a friend about her cousins in Florida after hearing teacher read a story about relatives coming to visit. ◦ Brings colorful leaves to school like those in text read about fall trees. 	✓
<ul style="list-style-type: none"> • ELA-4K-3.20 Identify familiar environmental print such as business logos and traffic signs. <ul style="list-style-type: none"> ◦ Identifies a STOP sign in the Blocks Center. ◦ Tells others on the bus “That sign says ‘CVS’ drugstore.” 	✓
<ul style="list-style-type: none"> • ELA-4K-3.21 Progress in understanding how books are viewed. <ul style="list-style-type: none"> ◦ Tells a friend “You skipped over a page” as they look at a favorite story. ◦ Laughs loudly and points when the teacher shows the first page upside down. 	✓
<ul style="list-style-type: none"> • ELA-4K-3.22 Understand relationship between print and pictures on page. <ul style="list-style-type: none"> ◦ Draws a picture and places scribbled letter forms to identify it. ◦ Shows the adult a picture and asks her to “Read me these words about what the snake eats.” 	✓

The South Carolina Early Learning Standards Correlated to TeachSmart® by Hatch®

Developmental Area: English Language Arts and Literacy

South Carolina Early Learning Standard	TeachSmart®
<ul style="list-style-type: none"> • ELA-4K-3.23 Begin to recognize some letters in words. <ul style="list-style-type: none"> ◦ Distinguishes own name from another beginning with the same letter. ◦ Tells adult “That sign says ‘Z-O-O.’ Is that a word?” 	✓
<p>4. Writing – Developing Written Communication – Written communication for the 4 year old is primarily oral communication. They briefly describe events in their lives with simple sentences such as those given in the examples below. They should be exposed to various forms of paper (plain, lined, greeting cards, order pads from restaurants, dry erase boards) and writing instruments (pencils, pens, markers, colored pencils, crayons, and chalk). Production of letters and words in written form should not be expected. Some children learn to write their names and the names of their friends and make symbols that are meaningful such as hearts, flowers, etc. The writing of names is usually limited to 2 or 3 letters. Their drawing skills have developed and they often produce people, places and objects that are recognizable when described. The majority of their “writing” is oral. Scribbles and letter like shapes are often added to drawings as children pretend to write. This is critical to their development and should not be discouraged. Formal handwriting should not be taught at 4 years of age.</p>	
<ul style="list-style-type: none"> • ELA-4K-4.1 Describes events of personal significance. <ul style="list-style-type: none"> ◦ Looks at a scratch on his/her arm and tells the teacher how it occurred. ◦ Tells a friend that his play dough snake looks like the one he saw beside the road yesterday. 	✓
<ul style="list-style-type: none"> • ELA-4K-4.2 Uses sentences of 3-5 words (when appropriate in conversation) while describing familiar events or actions. <ul style="list-style-type: none"> ◦ Tells a friend that “The dog licks my face.” ◦ Tells the teacher, “I’ll go to the art center”, when asked to select an activity. 	✓
<ul style="list-style-type: none"> • ELA-4K-4.3 Creates a picture and labels it orally. <ul style="list-style-type: none"> ◦ Draws a house and a family and says, “This is where I live.” ◦ Draws a picture and scribbles underneath it to simulate writing and tells the teacher that this says, “It is a rainy day.” 	✓
<ul style="list-style-type: none"> • ELA-4K-4.4 Not expected at this level. 	
<ul style="list-style-type: none"> • ELA-4K-4.5 Not expected at this level. 	
<ul style="list-style-type: none"> • ELA-4K-4.6 Understands that each person in the class has a first and last name. <ul style="list-style-type: none"> ◦ Calls most class members and the teacher by their names. ◦ Identifies “big” (capital) letters and “little” (lowercase) letters on a classroom wall chart of children’s names. 	✓



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Developmental Area: English Language Arts and Literacy

South Carolina Early Learning Standard	TeachSmart®
<ul style="list-style-type: none"> • ELA-4K-4.7 Begin to understand the relationship between oral language and written language. <ul style="list-style-type: none"> ◦ Names the first letter in his name when asked, “How do I write your name?” ◦ Identifies words on objects in the room like “table” or “door.” 	✓
<ul style="list-style-type: none"> • ELA-4K-4.8 Contribute to small group or whole class dictation activities. <ul style="list-style-type: none"> ◦ Answers “Halloween” when the teacher asks “What kind of pumpkin?” while recording a dictation story about a trip to the farmers’ market. ◦ Tells a teacher what his favorite animal was at the zoo as they make a class book. 	✓
<ul style="list-style-type: none"> • ELA-4K-4.9 Makes some upper case letters without regard to proportion or placement. <ul style="list-style-type: none"> ◦ Shares scribbles on paper and says, “What letter is this” or “This looks like _____. (naming a specific letter). ◦ Writes portion of own name or tries to copy meaningful words or phrases like “I love you” or “zoo.” 	✓
<ul style="list-style-type: none"> • ELA-4K-4.10 Not expected at this level. 	
<ul style="list-style-type: none"> • ELA-4K-4.11 Not expected at this level. 	
5. Writing – Producing Written Communication in a Variety of Forms.	
<ul style="list-style-type: none"> • ELA-4K-5.1 Combine some letters with pretend writing. <ul style="list-style-type: none"> ◦ Scribbles on a piece of stationary from the writing center and gives it to the teacher or friend and says, “I wrote to you.” ◦ Writes one or two letters of his or her name on a drawing to identify it as hers. ◦ Copies a sign such as “Keep Off” and puts it on a block construction to protect it. 	✓
<ul style="list-style-type: none"> • ELA-4K-5.2 Use drawings, letters, or words to create narratives about people and things in their environment. <ul style="list-style-type: none"> ◦ Draws a picture of a car and an arch and says, “We are going to McDonalds” when the teacher asks the child to tell about the picture. ◦ Combines letters and scribbles to write her recall of what she did during choice time. 	✓
<ul style="list-style-type: none"> • ELA-4K-5.3 Represent familiar people and experiences through art and language. <ul style="list-style-type: none"> ◦ Makes a collage pizza in the art center and tells what ingredients he likes on his pizza. ◦ Draws hearts and x’s and o’s on a valentine for a friend. 	✓

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Developmental Area: English Language Arts and Literacy

South Carolina Early Learning Standard	TeachSmart®
<ul style="list-style-type: none"> • ELA-4K-5.4 Contribute to small group or whole class stories, rhymes or poems. <ul style="list-style-type: none"> ◦ Says silly words that rhyme or sound like other words such as apple-papple, while working with a small group creating a poem about apples. ◦ Draws a picture of his house for a class book about “Our Homes.” 	✓
6. Researching – Applying the Skills of Inquiry and Oral Communication.	
<ul style="list-style-type: none"> • ELA-4K-6.1 Ask “how” and “why” questions about things in books and their environment. <ul style="list-style-type: none"> ◦ Brings a book about cars to the teacher and asks why all cars have four wheels. ◦ Contributes to a class discussion about questions to ask the pet store owner when they take a field trip to the mall. 	✓
<ul style="list-style-type: none"> • ELA-4K-6.2 Begin to use classroom resources such as books, charts, photographs and graphs to gain information about topics of interest. <ul style="list-style-type: none"> ◦ Browses two or more books, internet sites, brochures, charts, and pictures to learn more about airplanes. ◦ Looks at new printed materials that the teacher has added for their project on pets. 	✓
<ul style="list-style-type: none"> • ELA-4K-6.3 Classify objects and information by observable attributes into predetermined categories. <ul style="list-style-type: none"> ◦ Recognizes and categorizes items in the classroom and in books into categories predetermined by the teacher such as big and little, rough and smooth, color, and heavy and light. ◦ Places pictures of animals into either zoo or farm habitats. 	✓
<ul style="list-style-type: none"> • ELA-4K-6.4 Complete a thought or idea when communicating with others. <ul style="list-style-type: none"> ◦ Give a sentence about a picture taken on a class field trip. For instance while looking at a picture of a body of water from a recent class field trip, the child says, “This is the Beaver Pond.” ◦ Gives the attribute of a toy such as identifying a string as long or short. The child may say, “This string is long.” 	✓
<ul style="list-style-type: none"> • ELA-4K-6.5 Carry out simple directions and directives. <ul style="list-style-type: none"> ◦ Responds when the teacher says “It is time for clean up. Would you please help in the block center?” ◦ Retrieves items when requested such as, “Please bring the book, <u>Brown Bear, Brown Bear.</u> ◦ Remembers to put the puzzle back in the rack before getting out another one. 	✓

The South Carolina Early Learning Standards Correlated to TeachSmart® by Hatch®

Developmental/Content Area: Mathematics

South Carolina Early Learning Standard	TeachSmart®
1. Mathematics Processes <ul style="list-style-type: none"> ◦ Standard K-1: The student will have a basic understanding of the mathematical processes of problem solving, reasoning, and proof, communication, connections, and representation. 	
<ul style="list-style-type: none"> • M-4K-1.1 Use emergent mathematical knowledge as a problem-solving tool. <ul style="list-style-type: none"> ◦ Notices that a friend has more carrot sticks than she does, and asks “May I have some of yours? Then we will both have the same.” ◦ Decides to find a bigger scoop to use to fill his bucket because the one he is using is taking too long. 	✓
<ul style="list-style-type: none"> • M-4K-1.2 Generate conjectures based on personal experiences and simple reasoning. <ul style="list-style-type: none"> ◦ Watches a friend build a tower and shouts, “If you put the big block on top it will fall over.” ◦ Looks through a basket of items for a sink or float activity, as child says “The cork and the paper aren’t heavy, so I think they’ll float.” 	
<ul style="list-style-type: none"> • M-4K-1.3 Investigate solutions to simple problems. <ul style="list-style-type: none"> ◦ Adds drops of water to sand to try to make a sandbox road firm. ◦ Places two rocks on a balance scale to identify the one that is heavier. 	✓
<ul style="list-style-type: none"> • M-4K-1.4 Locate patterns in the environment. <ul style="list-style-type: none"> ◦ Looks at his paintings and says, “I made a pattern- blue line, yellow line, blue line, yellow line.” ◦ Points out the two colored pattern of checks on her shirt. 	✓
<ul style="list-style-type: none"> • M-4K-1.5 Classify objects in their environment by color, shape, size or function. <ul style="list-style-type: none"> ◦ Puts the unit blocks on the shelf by matching shapes-squares on squares, triangles on triangles, and rectangles on rectangles. ◦ Gathers all of the farm animals together. 	✓
<ul style="list-style-type: none"> • M-4K-1.6 Use appropriate vocabulary to communicate mathematical ideas. <ul style="list-style-type: none"> ◦ Says to a friend as they build together in the block center, “Get me a big rectangle to hold up this side of the bridge.” ◦ Draws a picture of his family and compares it to his friend’s family picture to see who has more family members. 	✓
<ul style="list-style-type: none"> • M-4K-1.7 Begin to show an awareness of numbers in the environment. <ul style="list-style-type: none"> ◦ Writes lines and squiggles to represent the price for food in a class grocery store. ◦ Discusses addresses in small group time and tells the others, “My apartment number is 12.” 	✓

The South Carolina Early Learning Standards Correlated to TeachSmart® by Hatch®

Developmental/Content Area: Mathematics

South Carolina Early Learning Standard	TeachSmart®
<ul style="list-style-type: none"> • M-4K-1.8 Integrate mathematical ideas into personal representations. <ul style="list-style-type: none"> ◦ Places four small balls of play dough into a nest and comments, “The mother bird laid four eggs.” ◦ Builds a long road with blocks and then uses large and small blocks to create a tunnel that “goes under the mountain so the cars can go through.” 	✓
2. Number and Operations <ul style="list-style-type: none"> ◦ Standard K-2: The student will demonstrate through the mathematical processes an emerging sense of quantity and numeral relations, sets and place values. 	
<ul style="list-style-type: none"> • M-4K-2.1 Count orally forward to twenty and backward from three. <ul style="list-style-type: none"> ◦ Counts aloud to twenty when asked. ◦ Says “3-2-1 Go!” when starting a race with cars. 	✓
<ul style="list-style-type: none"> • M-4K-2.2 Show one-to-one correspondence through ten when counting real objects. <ul style="list-style-type: none"> ◦ Points to each shell as she counts them and says the correct number. ◦ Says, “I need six cars because I made six garages.” 	✓
<ul style="list-style-type: none"> • M-4K-2.3 Compare sets of no more than ten objects using the terms “more than” or “same as.” <ul style="list-style-type: none"> ◦ Counts and says, “I have 5 green cubes and 3 red cubes. I have more green.” ◦ Matches her string of beads to her friends and says, “Mine is the same as yours.” 	✓
<ul style="list-style-type: none"> • M-4K-2.4 Represent simple joining and separating situations through 4. <ul style="list-style-type: none"> ◦ Looks at a domino and says, “Three dots and one dot makes four.” ◦ Shows a friend that if he gives him two of his four trucks, he’ll only have two left. 	✓
<ul style="list-style-type: none"> • M-4K-2.5 Not expected at this level. 	
<ul style="list-style-type: none"> • M-4K-2.6 Not expected at this level. 	
<ul style="list-style-type: none"> • M-4K-2.7 Not expected at this level. 	
<ul style="list-style-type: none"> • M-4K-2.8 Identify the positions first through tenth using concrete objects. <ul style="list-style-type: none"> ◦ Says that his coat is on the second hook. ◦ Touches the fingers on one hand while saying first, second, third, fourth and fifth. 	✓

The South Carolina Early Learning Standards Correlated to TeachSmart® by Hatch®

Developmental/Content Area: Mathematics

South Carolina Early Learning Standard	TeachSmart®
3. Algebra ◦ Standard K-3: The student will demonstrate through the mathematical processes an emerging sense of repeating and growing patterns and classifications based on attributes.	
<ul style="list-style-type: none"> • M-4K-3.1 Show awareness of growing patterns in their environment. <ul style="list-style-type: none"> ◦ Sings the song “Bingo” and understands to clap for one more letter each verse. ◦ Looks at a series of stars made with connecting blocks and notices that each one is a little bigger than the one before it – a growing pattern. 	✓
<ul style="list-style-type: none"> • M-4K-3.2 Identify and copy a simple pattern. <ul style="list-style-type: none"> ◦ Joins in with a sound pattern of clap, stamp, clap, stamp. ◦ Copies a friend’s pattern of green, yellow, green, yellow counting bears. 	✓
<ul style="list-style-type: none"> • M-4K-3.3 Recognize a simple pattern and extend. <ul style="list-style-type: none"> ◦ Lines up blocks in a tall-short/tall-short pattern and says we need a tall one next. ◦ Notices that friends are lining up boy, girl, boy, girl and calls a boy to come up next. 	✓
<ul style="list-style-type: none"> • M-4K-3.4 Sort and classify objects by one attribute (size, shape or color) <ul style="list-style-type: none"> ◦ Picks out the red counters from a small basket. ◦ Decides to pick up all of the triangle blocks during clean-up. 	✓
4. Geometry ◦ Standard K-4: The student will demonstrate through the mathematical process an emerging sense of two- and three-dimensional geometric shapes and relative positions in space.	
<ul style="list-style-type: none"> • M-4K-4.1 Identify two-dimensional shapes: circle, square, triangle and rectangle. <ul style="list-style-type: none"> ◦ Names each shape as he puts them into the shape sorter. ◦ Remarks that the roof of the house she painted looks like a triangle. 	✓
<ul style="list-style-type: none"> • M-4K-4.2 Represents simply two-dimensional geometric shapes. <ul style="list-style-type: none"> ◦ Works with pattern blocks and says, “I need circles to make the tires for this truck.” ◦ Draws a picture that includes shapes such as a circle for the sun and a rectangle for a house. 	✓
<ul style="list-style-type: none"> • M-4K-4.3 Understand and use positional words to describe the location of objects (up, down, in, over, under, behind, on top of and in front of). <ul style="list-style-type: none"> ◦ Sits under the table and says, “I am under the table.” ◦ Describes her place in line by saying that she is behind/in front of a classmate. 	✓

The South Carolina Early Learning Standards Correlated to TeachSmart® by Hatch®

Developmental/Content Area: Mathematics

South Carolina Early Learning Standard	TeachSmart®
<ul style="list-style-type: none"> • M-4K-4.4 Matches left and right body parts to clothing or related items. <ul style="list-style-type: none"> ◦ Puts shoes or gloves on the correct foot or hand. ◦ Holds up the hand he writes with and says this is my right/left hand. 	
5. Measurement <ul style="list-style-type: none"> ◦ Standard K-5: The student will demonstrate through the mathematical processes an emerging sense of coin values and the measurement concepts of length, weight, time and temperature. 	
<ul style="list-style-type: none"> • M-4K-5.1 Shows awareness that money is used to buy things and that coins differ in value. <ul style="list-style-type: none"> ◦ Says that the brown ones are pennies but you can't put them in the candy machine. ◦ Brings money to the teacher and asks what this will buy in the school store. 	
<ul style="list-style-type: none"> • M-4K-5.2 Compare the lengths of two objects. <ul style="list-style-type: none"> ◦ Tells two children who are standing back to back which one is taller. ◦ Comments that his paper chain is shorter than his friend's as they hold them side by side. 	✓
<ul style="list-style-type: none"> • M-4K-5.3 Use nonstandard units of measure to compare everyday objects. <ul style="list-style-type: none"> ◦ Measuring the table using blocks and saying "The table is five blocks long." ◦ Plays at the water table and says that it takes five full glasses to fill up the pitcher. 	✓
<ul style="list-style-type: none"> • M-4K-5.4 Associate at least two measurement devices with their purposes. <ul style="list-style-type: none"> ◦ Goes to the cupboard to get a yardstick so the teacher can measure her height. ◦ Comments while playing in the house area, "Get me a thermometer. This baby has a fever." 	
<ul style="list-style-type: none"> • M-4K-5.5 Not expected at this level. 	
<ul style="list-style-type: none"> • M-4K-5.6 Associate time concepts with a clock. <ul style="list-style-type: none"> ◦ Asks the teacher to look at her watch and see if it's time to go outside. ◦ Looks at the clock and says, "Both hands are pointing up, so it's time for lunch." 	✓
<ul style="list-style-type: none"> • M-4K-5.7 Not expected at this level. 	
<ul style="list-style-type: none"> • M-4K-5.8 Not expected at this level. 	

The South Carolina Early Learning Standards Correlated to TeachSmart® by Hatch®

Developmental/Content Area: Mathematics

South Carolina Early Learning Standard	TeachSmart®
6. Data Analysis and Probability ◦ Standard K-6: The student will demonstrate through mathematical processes an emerging sense of organization and interpreting data.	
<ul style="list-style-type: none"> • M-4K-6.1 Organize and represent data with real objects. <ul style="list-style-type: none"> ◦ Places objects from a basket in one of two columns-under a piece of sandpaper for rough or under a pebble for smooth. ◦ Takes off one shoe and puts it in a line of shoes with laces or a line of shoes with no laces. 	

Developmental/Content Area: Physical Education & Health

South Carolina Early Learning Standard	TeachSmart®
PD1. Gross Motor Development: Children increasingly move their bodies in ways that demonstrate control, balance, and coordination.	
<ul style="list-style-type: none"> • PD-4K-1.1 Move with balance and control while walking, running, jumping, marching, hopping, and galloping. <ul style="list-style-type: none"> ◦ Moves around classroom or playground on narrow paths, easily avoiding collisions. ◦ Goes up and down steps alternating feet most of the time. ◦ Balances on one foot for 5-7 seconds before breaking into a hop. 	
<ul style="list-style-type: none"> • PD-4K-1.2 Coordinate movements to perform more complex tasks. <ul style="list-style-type: none"> ◦ Catches a ball with arms bent at elbows to adjust to direction ball is traveling. ◦ Throws a ball in right direction, aiming at a target with reasonable accuracy. ◦ Runs up to and kicks a soccer ball. ◦ Rides a “big wheel” or tricycle at varying speeds, turning corners sharply. 	
PD2. Fine Motor Control: Children use their fingers and hands in ways that develop hand and eye coordination, strength, control and small object manipulation.	
<ul style="list-style-type: none"> • PD-4K-2.1 Uses strength and control to perform more complex tasks. <ul style="list-style-type: none"> ◦ Puts together and pulls apart small interlocking blocks with relative ease. ◦ Shapes play-dough with tools such as cookie cutters and rolling pins as well as with fists and fingers. ◦ Cuts along a line or around a large shape, often leaving a large margin. ◦ Needs both hands to press down paper punch to make holes. 	✓



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Developmental/Content Area: Physical Education & Health

South Carolina Early Learning Standard	TeachSmart®
<ul style="list-style-type: none"> • PD-4K-2.2 Use hand-eye coordination to perform more complex tasks. <ul style="list-style-type: none"> ◦ Fits 6-12 piece wooden puzzle into frame. ◦ Strings beads or lengths of straws onto a piece of yarn. 	✓
<ul style="list-style-type: none"> • PD-4K-2.3 Show beginning control of drawing and writing tools. <ul style="list-style-type: none"> ◦ Uses markers, smaller brushes, and crayons to form circular, vertical, and horizontal lines into shapes that they name while drawing or after picture is completed. ◦ Holds a drawing or writing tool with a pincer grasp, using other hand, fingers wide spread, to keep paper still. ◦ Recognizes some letters of name and tries to form them, often going from bottom to top. 	✓
PD3. Personal Health: Children understand how daily activity and healthy behavior promote overall personal health, physical fitness and safety.	
<ul style="list-style-type: none"> • PD-4K-3.1 Performs some self-care tasks independently. <ul style="list-style-type: none"> ◦ Puts on and takes off all clothing items (may get shoes on wrong foot and require assistance with tying laces and belts). ◦ Uses toilet independently with mastery of zippers and most buttons. ◦ Feeds self at meals, usually with fork held between thumb and fingers. Pours juice or milk without spilling (may need help opening paper-wrapped food items). 	
<ul style="list-style-type: none"> • PD-4K-3.2 Follow basic health rules most of the time. <ul style="list-style-type: none"> ◦ Tries different foods that are introduced by the teacher as nutritious, and discusses with classmates what “nutritious” means. ◦ Covers mouth when coughing or sneezing. ◦ Wears protective clothing willingly when weather is bad. 	✓
<ul style="list-style-type: none"> • PD-4K-3.3 Follow basic safety rules most of the time. <ul style="list-style-type: none"> ◦ Carries pencils and scissors pointed downwards to avoid accidents. ◦ Responds quickly when adult explains fire drill procedures. ◦ Discusses traffic safety as they engage in dramatic play or build block cities. 	✓
<ul style="list-style-type: none"> • PD-4K-3.4 Demonstrate adequate stamina and strength for program activities. <ul style="list-style-type: none"> ◦ Enjoys active learning and almost always participates enthusiastically. ◦ Shows pride in strengths and ability to pick up or move large objects. 	