The Florida Early Learning Standards Correlated to the TeachSmart® Learning System by Hatch®

Developmental/Content Area: PHYSICAL DEVELOPMENT

Florida Early Learning Standard	TeachSmart® Learning System
A. Health and Wellness	
1. Shows characteristics of good health to facilitate learning.	
2. Shows visual abilities to facilitate learning and healthy growth and development	
3. Demonstrates auditory ability to facilitate learning and healthy growth and development	
4. Demonstrate characteristics of good oral health and performs oral hygiene routines	
5. Shows familiarity with health care providers in relation to health and wellness.	✔
6. Demonstrates self-control, interpersonal, and social skills in relation to mental health	
7. Shows basic physical needs are met	
8. Actively takes part in basic health and safety routines	
9. Participates in physical fitness activities.	
10. Makes healthy food choices	✔
B. Self Help	
1. Actively participates in self-care	
2. Helps carry out classroom routines	✔
C. Gross Motor Development	
1. Demonstrates increasing motor control and balance	
2. Demonstrates the ability to combine movements for gross motor skills	

800.624.7968
www.hatchearlychildhood.com
www.TeachSmartLearningSystem.com

The Florida Early Learning Standards Correlated to the TeachSmart® Learning System by Hatch®

Developmental/Content Area: PHYSICAL DEVELOPMENT

Florida Early Learning Standard	TeachSmart® Learning System
D. Fine Motor Development	
1. Demonstrates increasing control of small motor muscles to perform	✔
2. Uses eye-hand coordination to perform fine motor tasks	✔
3. Shows beginning control of writing by using various drawing and art tools with increasing coordination	✔

Developmental/Content Area: APPROACHES TO LEARNING

Florida Early Learning Standard	TeachSmart® Learning System
A. Eagerness & Curiosity	
1. Shows curiosity and is eager to learn new things and have new experiences.	✔
B. Persistence	
1. Attends to tasks for a brief period and seeks help when needed	✔
C. Creativity	
1. Approaches daily activities with creativity	✔
D. Planning and Reflection	
1. Shows initial signs of planning and learning from experiences	✔

800.624.7968
www.hatchearlychildhood.com
www.TeachSmartLearningSystem.com

The Florida Early Learning Standards Correlated to the TeachSmart® Learning System by Hatch®

Developmental/Content Area: SOCIAL & EMOTIONAL Development

Florida Early Learning Standard	TeachSmart® Learning System
A. Self-Regulation	
a. Affective	
1. Demonstrates growing autonomy and independence, indicated by increasing self-care and willing participation in daily routines, when given a consistent and predictable environment.	✔
2. Begins to recognize, then internally manage and regulate, the expression of emotions both positive and negative, with teacher support and multiple experiences over time.	✔
b. Life/Adaptive	
1. Follows simple rules, agreements, and familiar routines with teacher support.	✔
2. Begins to use materials with increasing care and safety	✔
3. Adapts to transitions with increasing independence	✔
B. Relationships	
a. Self	
1. Shows increasing confidence in their own abilities	✔
b. Peers	
1. Interacts with and develops positive relationship with peers	✔
2. Develops special friendships	
3. Shows care and concern for others	
c. Adults	
1. Develops positive relationships and interacts comfortably with familiar adults	✔
C. Social Problem Solving	
1. Shows developing ability to solve social problems with support from familiar adults	
2. Develops an initial understanding of bullying, with support from familiar adults	

teach smart™ by hatch

800.624.7968
www.hatchearlychildhood.com
www.TeachSmartLearningSystem.com

hatch®

The Florida Early Learning Standards Correlated to the TeachSmart® Learning System by Hatch®

Developmental/Content Area: LANGUAGE, COMMUNICATION, AND EMERGENT LITERACY

Florida Early Learning Standard	TeachSmart® Learning System
A. Listening and Understanding	
1. Increasing knowledge through listening	✔
Benchmark a: Child shows understanding by asking and answering relevant questions, adding comments relevant to the topic, and reacting appropriately to what is said.	✔
2. Follows multi-step directions	✔
Benchmark a: Child achieves mastery of two-step directions and usually follows three-step directions, with teacher support and multiple experiences over time.	✔
B. Speaking	
1. Speech is understood by both a familiar and unfamiliar peer or adult	✔
Benchmark a: Child's speech is understood by both a familiar and an unfamiliar adult	✔
C. Vocabulary	
1. Shows an understanding of words and their meanings	✔
Benchmark a: Child has age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge: names of body parts, feelings, colors, shapes, jobs, tools, plants, animals and their habitats, and foods; words that describe; adjectives, verbs, and adverbs).	✔
Benchmark b: Child has mastery of functional and organizational language of the classroom (e.g., same and different, in front of and behind, next to, opposite, below).	✔
Benchmark c: Child understands or knows the meaning of many thousands of words including disciplinary words, (e.g., science, social studies, math and literacy) many more than he or she routinely uses (receptive language)	

teach smart™ by hatch

800.624.7968
www.hatchearlychildhood.com
www.TeachSmartLearningSystem.com

hatch®

The Florida Early Learning Standards Correlated to the TeachSmart® Learning System by Hatch®

Developmental/Content Area: LANGUAGE, COMMUNICATION, AND EMERGENT LITERACY

Florida Early Learning Standard	TeachSmart® Learning System
2. Shows increased vocabulary to describe many objects and events	✔
Benchmark a: Child uses a large speaking vocabulary, adding new words weekly	✔
Benchmark b: Child uses category labels (e.g., fruit, vegetable, animal, transportation, tools).	✔
Benchmark c: Child uses a variety of word meaning relationships (e.g., part-whole, object-function, object-location)	✔
D. Sentences and Structure	
1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences	✔
Benchmark a: Child typically uses complete sentences of four or more words, usually with subject, verb, and other object	✔
Benchmark b: Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement	✔
2. Connects phrases and sentences to build ideas	✔
Benchmark a: Child uses sentences with more than one phrase	✔
Benchmark b: Child combines more than one idea using complex sentences	✔
Benchmark c: Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.	✔
E. Conversation	
1. Uses language to express needs and feelings, share experiences, predict outcomes, and resolve problems	✔
Benchmark a: Child demonstrates varied uses of language (e.g., requesting, commenting, using manner words, problem-solving)	✔
Benchmark b: Child provides appropriate information for the setting (e.g., introduces him or herself, requests assistance, answers questions by providing name and address to a police officer or other appropriate adult	

teach smart ™ by hatch

800.624.7968
www.hatchearlychildhood.com
www.TeachSmartLearningSystem.com

hatch®

The Florida Early Learning Standards Correlated to the TeachSmart® Learning System by Hatch®

Developmental/Content Area: LANGUAGE, COMMUNICATION, AND EMERGENT LITERACY

Florida Early Learning Standard	TeachSmart® Learning System
2. Use appropriate language and style for context	✔
Benchmark a: Child demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions, and uses appropriate intonation)	✔
Benchmark b: Child demonstrates knowledge of non-verbal conversational rules (e.g., appropriate eye contact, appropriate facial expressions, maintaining a comfortable distance in conversation)	✔
Benchmark c: Child matches language to social and academic contexts (e.g., uses volume appropriate to context, addresses adults more formally than he or she addresses other children, and uses the more formal academic language of the classroom	✔
F. Emergent Reading	
1. Shows motivation for reading	
Benchmark a: Child enjoys reading and reading-related activities (e.g., selects reading and reading-related activities when given a choice, pretends to read to others)	
Benchmark b: Child interacts appropriately with books and other materials in a print-rich *environment*	
Benchmark c: Child asks to be read to or asks the meaning of written text	✔
2. Shows age-appropriate phonological awareness	✔
Benchmark a: Child can distinguish individual words within spoken phrases or sentences	✔
Benchmark b: Child combines words to make a compound word (e.g., "foot" + "ball" = "football")	✔
Benchmark c: Child deletes a word from a compound word (e.g., "starfish" – "star" = "fish")	✔
Benchmark d: Child combines *syllables* into words (e.g., "sis" + "ter" = "sister")	✔

The Florida Early Learning Standards Correlated to the TeachSmart® Learning System by Hatch®

Developmental/Content Area: LANGUAGE, COMMUNICATION, AND EMERGENT LITERACY

Florida Early Learning Standard	TeachSmart® Learning System
Benchmark e: Child can delete a *syllable* from a word (e.g., "trumpet" – "trum" = "pet" or "candy" – "dy" = "can")	
Benchmark f: Child combines *onset* and *rime* to form a familiar one-*syllable* word with and without pictorial support (e.g., when shown several pictures, and adult says /c/ + "at," child can select the picture of the cat)	✔
3. Shows alphabetic knowledge	✔
Benchmark a: Child recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify the letter that is named	✔
Benchmark b: Child names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name)	✔
Benchmark c: Child recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify the letter of the sound given)	✔
Benchmark d: Child names some letter sounds (e.g., when shown a letter, can accurately say the sound the letter makes)	✔
4. Demonstrates comprehension of text read aloud	✔
Benchmark a: Child retells or reenacts story after it is read aloud	✔
Benchmark b: Child asks and answers appropriate questions about the story (e.g., "What just happened?" "What might happen next?" "What would happen if…?" "What was so silly about…?" "How would you feel if you…?)	✔
G. Emergent Writing	
1. Shows motivation to engage in written expression	✔
Benchmark a: Child demonstrates understanding of the connections among their own ideas, experiences, and written expression	✔
Benchmark b: Child intentionally uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, Making notes)	✔

800.624.7968
www.hatchearlychildhood.com
www.TeachSmartLearningSystem.com

The Florida Early Learning Standards Correlated to the TeachSmart® Learning System by Hatch®

Developmental/Content Area: LANGUAGE, COMMUNICATION, AND EMERGENT LITERACY

Florida Early Learning Standard	TeachSmart® Learning System
2. Uses scribbling, letter-like shapes, and letters that are clearly different from drawing to represent thoughts and ideas	✔
Benchmark a: Child independently uses letter-like shapes or letters to write words or parts of words	✔
Benchmark b: Child writes own name (e.g., first name, last name, or frequent nickname), not necessarily with full correct spelling or well-formed letters	✔
3. Demonstrates age-appropriate ability to write letters	✔
Benchmark a: Child independently writes some letters on request	✔
4. Demonstrates knowledge of purposes, functions, and structure of written composition	✔
Benchmark a: When writing or dictating, child uses appropriate *writing conventions* (e.g., a letter starts with "Dear"; a story has a beginning, middle, and end)	✔

Developmental/Content Area: COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

Florida Early Learning Standard	TeachSmart® Learning System
A. Mathematical Thinking	
a. Number Sense	
1. Demonstrates understanding of one-to-one correspondence	✔
Benchmark a: Child demonstrates *one-to-one correspondence* when counting	✔
Benchmark b: Child demonstrates *one-to-one correspondence* to determine if two sets are equal	✔
2. Shows understanding of how to count and construct sets	✔
Benchmark a: Child counts sets in the range of 10 to 15 objects	✔
Benchmark b: Child constructs sets in the range of 10 to 15 objects	✔

800.624.7968
www.hatchearlychildhood.com
www.TeachSmartLearningSystem.com

The Florida Early Learning Standards Correlated to the TeachSmart® Learning System by Hatch®

Developmental/Content Area:
COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

Florida Early Learning Standard	TeachSmart® Learning System
3. Shows understanding by participating in the comparison of quantities	
Benchmark a: Child compares two *sets* to determine if they are equal	
Benchmark b: Child compares two *sets* to determine if one *set* has more	
Benchmark c: Child compares two *sets* to determine if one *set* has fewer	
Benchmark d: Child determines one set of objects is a lot more than another set of objects	
4. Assigns and relates numerical representations among numerals (written), sets of objects, and number names (spoken) from zero to 10	✔
5. Counts and knows the sequence of number names (spoken)	✔
Benchmark a: Child counts and recognizes number names (spoken) in the range of 10 to 15.	✔
Benchmark b: Childs names *ordinal* positions (e.g., first, second, third, fourth, fifth).	✔
6. Shows understanding of and uses appropriate terms to describe ordinal positions	✔
Benchmark a: Child demonstrates the concept of *ordinal* position with concrete objects (e.g., children or objects)	✔
Benchmark b: Child names *ordinal* positions (e.g., first, second, third, fourth, fifth)	✔
B. Number and Operations	
1. Shows understanding of how to combine sets and remove from a concrete set of objects (receptive knowledge)	✔
Benchmark a: Child indicates there are more when combining (adding) sets of objects	✔
Benchmark b: Child indicates there are less (fewer) when removing (subtracting) objects from a set	✔

teach smart ™ by hatch

800.624.7968
www.hatchearlychildhood.com
www.TeachSmartLearningSystem.com

hatch®

The Florida Early Learning Standards Correlated to the TeachSmart® Learning System by Hatch®

Developmental/Content Area:
COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

Florida Early Learning Standard	TeachSmart® Learning System
2. Shows understanding of addition and subtraction using a concrete set of objects (expressive knowledge) or story problems found in everyday classroom activities	✔
Benchmark a: Child combines *sets* of objects to equal a *set* no larger than 10	✔
Benchmark b: Child removes objects from a *set* no larger than 10	✔
Benchmark c: Child uses concrete objects (e.g., fingers, blocks) to solve complex problems	
3. Begins to develop an understanding of separating a set into a maximum of four parts, with teacher support and multiple experiences over time	
C. Patterns and Seriation	
1. Understands characteristics of patterns and non-patterns and begins to reproduce them with at least two elements (e.g., red/blue, red/blue versus a non-pattern like a rainbow)	✔
Benchmark a: Child recognizes *patterns* and non-*patterns*	✔
Benchmark b: Child duplicates identical *patterns* with at least two elements	✔
Benchmark c: Child recognizes *pattern units* (e.g., red/blue is the *pattern unit* of a red/blue/red/blue/red/blue *pattern*; dog/cat/cow is the *pattern unit* of a dog/cat/cow/dog/cat/cow *pattern*)	✔
Benchmark d: Child begins to independently produce *patterns* with at least two elements (e.g., red/blue, red/blue), with teacher support and multiple experiences over time	✔
2. Sorts, orders, compares, and describes objects according characteristics or attribute(s) (seriation)	✔
Benchmark a: Child places objects in increasing order of size where the increasing *unit* is constant (e.g., *unit* blocks)	✔
Benchmark b: Child verbalizes why objects were placed in order (e.g., describes process of how and why), with teacher support and multiple experiences over time	✔

teach smart™ by hatch

800.624.7968
www.hatchearlychildhood.com
www.TeachSmartLearningSystem.com

hatch®

The Florida Early Learning Standards Correlated to the TeachSmart® Learning System by Hatch®

Developmental/Content Area:
COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

Florida Early Learning Standard	TeachSmart® Learning System
D. Geometry	
1. Understands various two-dimensional shapes, including circle, triangle, square, rectangle, oval, and other less common shapes (e.g., trapezoid, rhombus)	✔
Benchmark a: Child categorizes (sorts) examples of two-dimensional shapes	✔
Benchmark b: Child names two-dimensional shapes	✔
Benchmark c: Child constructs examples of two-dimensional shapes	✔
Benchmark d: Child identifies the number of sides of two-dimensional shapes	✔
2. Shows understanding that two-dimensional shapes are equivalent (remain the same) in different orientations	✔
Benchmark a: Child slides shapes, with teacher support and multiple experiences over time	✔
Benchmark b: Child flips shapes, with teacher support and multiple experiences over time	
Benchmark c: Child rotates shapes, with teacher support and multiple experiences over time	✔
3. Understands various three-dimensional shapes, including sphere, cube, cone, and other less common shapes (e.g., cylinder, pyramid)	
Benchmark a: Child categorizes (sorts) examples of three-dimensional shapes	
Benchmark b: Child names three-dimensional shapes	
4. Analyzes and constructs examples of simple symmetry and non-symmetry in two dimensions, using concrete objects	

800.624.7968
www.hatchearlychildhood.com
www.TeachSmartLearningSystem.com

The Florida Early Learning Standards Correlated to the TeachSmart® Learning System by Hatch®

Developmental/Content Area:
COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

Florida Early Learning Standard	TeachSmart® Learning System
E. Spatial Relations	
1. Shows understanding of spatial relationships and uses position words (e.g., above, below, next to, beside, on top of, outside)	✔
Benchmark a: Child shows understanding of positional words (receptive knowledge)	✔
Benchmark b: Child uses the positional terms verbally (expressive knowledge) (e.g., in front of, behind, between, over, through, under), with teacher support and multiple experiences over time	✔
2. Describes *relative position from different perspective*s (e.g., "I am on top of the climber and you are below me.")	
3. Understands and can tell the difference between *orientation* terms (e.g., horizontal, diagonal, vertical)	
4. Uses directions to move through space and find places in space (e.g., obstacle courses, Simon Says, Mother May I?, hopscotch, giving simple directions)	
F. Measurement	
1. Engages in activates that explore measurement	✔
2. Compares continuous quantities using length, weight, and height	
Benchmark a: Child measures or compares the length of one or more objects using a non-standard reference (e.g., paper clips), with teacher support and multiple experiences over time	✔
Benchmark b: Child measures or compares the weight of one or more objects using non-standard reference (e.g., beans), with teacher support and multiple experiences over time	
Benchmark c: Child measures or compares the height of one or more objects using non-standard reference (e.g., pencils), with teacher support and multiple experiences over time	✔
Benchmark d: Child uses measurement vocabulary (e.g., length, weight, height) and *comparative terminology* (e.g., more, less, shorter, longer, heaviest, lightest), with teacher support and multiple experiences over time	✔

The Florida Early Learning Standards Correlated to the TeachSmart® Learning System by Hatch®

Developmental/Content Area:
COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

Florida Early Learning Standard	TeachSmart® Learning System
3. Represents and analyzes data	✔
Benchmark a: Child assists with collecting and sorting materials to be graphed	✔
Benchmark b: Child works with teacher and small groups to represent mathematical relations in charts and graphs	✔
Benchmark c: Child *analyzes*, with teacher and small groups, the relationship between items/objects represented by charts and graphs	✔
4. Child predicts the results of a data collection, with teacher support and multiple experiences over time	✔

The Florida Early Learning Standards Correlated to the TeachSmart® Learning System by Hatch®

Developmental/Content Area: COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE – SCIENTIFIC INQUIRY

Florida Early Learning Standard	
B. Scientific Inquiry	
a. Investigation and Inquiry	
1. Demonstrates the use of simple tools and equipment for *observing* and *investigating*	
2. Examines objects and makes comparisons	
b. Physical Science	
1. Explores the physical properties and creative use of objects or matter	
c. Life Science	
1. Explores growth and change of living things	
2. Identifies the characteristics of living things	
3. Identifies the five senses and explore functions of each	
d. Earth Science	
1. Explores the outdoor *environment* and begins to recognize changes (e.g., weather conditions) in the *environment*, with teacher support and multiple experiences over time	
2. Discovers and explores objects (e.g., rocks, twigs, leaves, seashells) that are naturally found in the environment	
e. Environmental Awareness	
1. Demonstrates ongoing *environmental awareness* and responsibility (e.g., reduce, reuse, recycle), with teacher support and multiple experiences over time	

14

The Florida Early Learning Standards Correlated to the TeachSmart® Learning System by Hatch®

Developmental/Content Area: COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE – SOCIAL STUDIES

Florida Early Learning Standard	TeachSmart® Learning System
C. Social Studies	
a. Individual Development and Identity	
1. Begins to recognize and appreciate similarities and differences in people	
2. Begins to understand family characteristics, roles, and functions	
3. Shows awareness and describes some social roles and jobs that people do	
b. People, Places, and Environments	
1. Demonstrates awareness of geographic thinking	✔
c. Technology and Our World	
1. Shows awareness of technology and its impact on how people live	✔
d. Civic Ideals and Practices	
1. Demonstrate awareness of group rules (civics)	
2. Begins to understand and take on leadership roles	

The Florida Early Learning Standards Correlated to the TeachSmart® Learning System by Hatch®

Developmental/Content Area: CREATIVE EXPRESSION THROUGH THE ARTS

Florida Early Learning Standard	TeachSmart® Learning System
D. Creative Expression Through the Arts	
a. Visual Arts	
1. Explores Visual Arts	✔
2. Creates visual arts to communicate an idea	✔
3. Discusses and responds to the feelings caused by an artwork	✔
b. Music	
1. Explores music	
2. Creates music to communicate an idea	
3. Discusses and responds to the feelings caused by music	
c. Creative Movement and Dance	
1. Explores creative movement and dance	
2. Creates creative movement and dance to communicate an idea	
3. Discusses and responds to the feelings caused by creative movement and dance	
d. Dramatic Play and Theatre	
1. Explores dramatic play and theatre	
2. Creates dramatic play and theatre to communicate an idea	
3. Discusses and responds to the feelings caused by dramatic play and theatre	

800.624.7968
www.hatchearlychildhood.com
www.TeachSmartLearningSystem.com