



# KEY FOUNDATIONS BY HATCH™ AND HEAD START EARLY LEARNING OUTCOMES FRAMEWORK ALIGNMENT



Head Start Domains	Head Start Subdomains	Head Start Goals	Key Foundations Activities
Approaches to Learning	Emotional and Behavioral Self-Regulation	Goal P-ATL 2. Child follows classroom rules and routines with increasing independence.	All Key Foundations™ Activities
Approaches to Learning	Cognitive Self-Regulation (Executive Functioning)	Goal P-ATL 7. Child persists in tasks.	All Key Foundations™ Activities
Social and Emotional Development	Relationships with Adults	Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.	All Key Foundations™ Activities
Social and Emotional Development	Relationships with Adults	Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.	All Key Foundations™ Activities
Social and Emotional Development	Relationships with Adults	Goal P-SE 4. Child engages in cooperative play with other children.	All Key Foundations™ Activities
Language and Communication	Attending and Understanding	Goal P-LC 1. Child attends to communication and language from others.	All Key Foundations™ Activities
Language and Communication	Attending and Understanding	Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others.	All Key Foundations™ Activities
Language and Communication	Communicating and Speaking	Goal P-LC 3. Child varies the amount of information provided to meet the demands of the situation.	All Key Foundations™ Activities
Language and Communication	Communicating and Speaking	Goal P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.	All Key Foundations™ Activities
Language and Communication	Communicating and Speaking	Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.	All Key Foundations™ Activities

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Language and Communication	Vocabulary	Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.	<p><b>Games 1–4:</b> Children practice naming a range of items to show an understanding of them, finding things that have the same and opposite qualities, discussing everyday things, and thinking of an adjective and using it to describe different living or nonliving things.</p> <p><b>Pre-Decodables books:</b> Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.</p> <p><b>Picture cards:</b> Teachers can use picture cards to play games with children that allow them to practice concepts and learn about living and nonliving things, food and drink, colors, shapes, things we use, things we wear, parts of nature, and storybook creatures.</p> <p><b>Cue cards:</b> Teachers can use cue cards to help children organize their thoughts to describe, compare, categorize, discuss, and express their knowledge of things in the environment. Additionally, cue cards include games that help children associate sounds with letters, clap syllables, and practice rhyming.</p>
Language and Communication	Vocabulary	Goal P-LC 7. Child shows understanding of word categories and relationships among words.	<p><b>Games 1–4:</b> Children practice naming a range of items to show an understanding of them, finding things that have the same and opposite qualities, discussing everyday things, and thinking of an adjective and using it to describe different living or nonliving things.</p> <p><b>Pre-Decodables books:</b> Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.</p> <p><b>Picture cards:</b> Teachers can use picture cards to play games with children that allow them to practice concepts and learn about living and nonliving things, food and drink, colors, shapes, things we use, things we wear, parts of nature, and storybook creatures.</p> <p><b>Cue cards:</b> Teachers can use cue cards to help children organize their thoughts to describe, compare, categorize, discuss, and express their knowledge of things in the environment. Additionally, cue cards include games that help children associate sounds with letters, clap syllables, and practice rhyming.</p>

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Literacy	Phonological Awareness	Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.	<p><b>Games 17–20:</b> Children practice sorting picture cards by the number of syllables in the corresponding words, matching pairs of words with the same number of syllables, finding one word from a set of three words that has a different number of syllables, and breaking a word into syllables and then pronouncing the word made by deleting the last syllable.</p> <p><b>Games 21–24:</b> Children practice matching pairs that rhyme, finding one word in a set of three words that does not rhyme, completing a sentence with a rhyming word, and thinking of a group of rhyming words.</p> <p><b>Games 25–28:</b> Children practice blending two word parts (onset and rime) together to pronounce a word, blending individual sounds to pronounce a word, blending sounds to produce words that rhyme, and blending sounds together to make words and to sort words by their initial sounds.</p> <p><b>Games 29–32:</b> Children practice breaking words into individual sounds, segmenting and counting the sounds in words to find another card with the same number of sounds, segmenting and counting the sounds in words to find the word that has a different number of sounds, and segmenting words into sounds and sorting them into groups according to the number of sounds in each word.</p> <p><b>Games 33–36:</b> Children practice identifying and matching initial sounds in words, identifying and discriminating between similar initial sounds in words, deleting the initial sound and pronouncing the word that remains, and swapping the initial sound for another sound and pronouncing the word that is made.</p> <p><b>Games 37–40:</b> Children practice identifying and matching final sounds in words, identifying and discriminating between similar final sounds in words, deleting the final sound and pronouncing the word that remains, and swapping the final sound for another sound and pronouncing the word that is made.</p> <p><b>Games 41–45:</b> Children practice identifying and matching the long and short vowel sounds in words.</p>
Literacy	Print and Alphabet Knowledge	Goal P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).	<p><b>Letter Hunt:</b> Children practice linking sounds to letters, recognizing letters of the alphabet, and writing or printing letters.</p> <p><b>Letter formation activities:</b> Children first imitate, then copy, and then draw/print uppercase and lowercase letters and numbers.</p>

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Literacy	Print and Alphabet Knowledge	Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.	<p><b>Word games:</b> Children practice building knowledge and vocabulary, blending syllables, matching letters and sounds, describing, comparing, categorizing, and creating.</p> <p><b>Alphabet Bops 1 and 2:</b> Children practice reading and chanting a rhyming alphabet book; identifying and naming uppercase and lowercase letters; and associating a sound (or sounds) with letters, including long vowel sounds.</p> <p><b>Pre-Decodables books:</b> Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.</p>
Literacy	Print and Alphabet Knowledge	Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.	<p><b>Word games:</b> Children practice building knowledge and vocabulary, blending syllables, matching letters and sounds, describing, comparing, categorizing, and creating.</p> <p><b>Sound Hunt:</b> Children practice finding sounds in names and then finding those same sounds in words.</p> <p><b>Letter Hunt:</b> Children practice linking sounds to letters, recognizing letters of the alphabet, and writing or printing letters.</p> <p><b>Alphabet Bops 1 and 2:</b> Children practice reading and chanting a rhyming alphabet book; identifying and naming uppercase and lowercase letters; and associating a sound (or sounds) with letters, including long vowel sounds.</p> <p><b>Games 41–45:</b> Children practice identifying and matching the long and short vowel sounds in words.</p> <p><b>Letter formation activities:</b> Children first imitate, then copy, and then draw/print uppercase and lowercase letters and numbers.</p>
Literacy	Comprehension and Text Structure	Goal P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.	<p><b>Pre-Decodables books:</b> Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.</p>
Literacy	Comprehension and Text Structure	Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.	<p><b>Pre-Decodables books:</b> Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.</p>

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Literacy	Writing	Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.	<p><b>Pre-Decodables books:</b> Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.</p> <p><b>Letter formation activities:</b> Children first imitate, then copy, and then draw/print uppercase and lowercase letters and numbers.</p>
Mathematics Development	Geometry and Spatial Sense	Goal P-MATH 9. Child identifies, describes, compares, and composes shapes.	<p><b>Picture cards:</b> Teachers can use picture cards to play games with children that allow them to practice concepts and learn about living and nonliving things, food and drink, colors, shapes, things we use, things we wear, parts of nature, and storybook creatures.</p>
Scientific Reasoning	Scientific Inquiry	Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).	<p><b>Pre-Decodables books:</b> Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.</p> <p><b>Games 5–8:</b> Children practice describing animals, everyday things, and food in different ways and describing everyday things we use and saying what makes them work.</p> <p><b>Games 9–12:</b> Children practice describing and comparing living things that have similar and different qualities, comparing animals by size and generating a variety of words to describe their sizes, and considering what is the same and what is different in a group of cards and choosing the odd one out.</p> <p><b>Games 13–16:</b> Children practice comparing and grouping living things according to shared qualities, comparing and grouping nonliving things according to shared qualities, finding what is different about one card in a set of three cards that share some of the same qualities, and discussing the qualities of a group of picture cards and naming one reason why they could belong in the same group.</p> <p><b>Cue cards:</b> Teachers can use cue cards to help children organize their thoughts to describe, compare, categorize, discuss, and express their knowledge of things in the environment. Additionally, cue cards include games that help children associate sounds with letters, clap syllables, and practice rhyming.</p> <p><b>Picture cards:</b> Teachers can use picture cards to play games with children that allow them to practice concepts and learn about living and nonliving things, food and drink, colors, shapes, things we use, things we wear, parts of nature, and storybook creatures.</p>

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Scientific Reasoning	Scientific Inquiry	Goal P-SCI 3. Child compares and categorizes observable phenomena.	<p><b>Pre-Decodables books:</b> Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.</p> <p><b>Games 5–8:</b> Children practice describing animals, everyday things, and food in different ways and describing everyday things we use and saying what makes them work.</p> <p><b>Games 9–12:</b> Children practice describing and comparing living things that have similar and different qualities, comparing animals by size and generating a variety of words to describe their sizes, and considering what is the same and what is different in a group of cards and choosing the odd one out.</p> <p><b>Games 13–16:</b> Children practice comparing and grouping living things according to shared qualities, comparing and grouping nonliving things according to shared qualities, finding what is different about one card in a set of three cards that share some of the same qualities, and discussing the qualities of a group of picture cards and naming one reason why they could belong in the same group.</p>

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Perceptual, Motor, and Physical Development	Fine Motor	Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.	<p><b>Pre-Decodables books:</b> Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.</p> <p><b>Letter formation activities:</b> Children first imitate, then copy, and then draw/print uppercase and lowercase letters and numbers.</p>