

Key Foundations by Hatch™ and Utah Core State Standards Alignment to PreKindergarten Standards

STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS FOR EARLY LEARNING FOR AGES 3 TO 5: STANDARDS FOR 3- AND 4-YEAR-OLDS	KEY FOUNDATIONS™
OBJECTIVE / STRAND		ENGLISH LANGUAGE ARTS	
INDICATOR / CLUSTER	Strand 1:	ACADEMIC AND SOCIAL LANGUAGE: SPEAKING AND LISTENING	
EXPECTATION / STANDARD	Standard ELA 3 yr.1.6.	With prompting and support, sort objects into categories (for example, shapes, foods) and begin to discuss commonalities and differences.	<p>Games 9–12: 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>Games 13–16: 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>Cue cards: 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>
EXPECTATION / STANDARD	Standard ELA 3 yr.1.8.	With prompting and support, engage in conversations with peers and adults.	All Key Foundations™ Activities
EXPECTATION / STANDARD	Standard ELA 3 yr.1.10.	Follow one-step directions to complete a task or routine (for example, “Please find a seat on the rug.” “Please put the ball in the basket.”).	All Key Foundations™ Activities
INDICATOR / CLUSTER	Strand 2:	READING	
EXPECTATION / STANDARD	Sub-strand:	CONCEPTS OF PRINT	
INDICATOR	Standard ELA 3 yr.2.1.	With prompting and support, correctly hold a book.	Pre-Decodables books: 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.
INDICATOR	Standard ELA 3 yr.2.2.	With prompting and support, participate in activities that explore how print conveys meaning and how the illustrations/photographs relate to the text.	Pre-Decodables books: 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.

INDICATOR	Standard ELA 3 yr.2.4.	With prompting and support, recognize that print is read from top to bottom, left to right, and from front to back.	Pre-Decodables books: 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.
INDICATOR	Standard ELA 3 yr.2.4.	Explore the difference between pictures and words.	Pre-Decodables books: 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.
EXPECTATION / STANDARD	Sub-strand:	PHONOLOGICAL AWARENESS	
INDICATOR	Standard ELA 3 yr.2.8.	With prompting and support, explore sounds (phonemes) in spoken language.	<p>Sound Hunt: Children practice finding sounds in names and then finding those same sounds in words.</p> <p>Letter Hunt: Children practice linking sounds to letters, recognizing letters of the alphabet, and writing or printing letters.</p> <p>Alphabet Bops 1 and 2: 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>
INDICATOR	Standard ELA 3 yr.2.9.	With prompting and support, explore rhyming words in familiar songs/books.	<p>Alphabet Bops 1 and 2: 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>Games 21–24: 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>Sound games: Children practice segmenting syllables and recognizing and producing rhymes.</p>
INDICATOR	Standard ELA 3 yr.2.10.	With prompting and support, explore syllables in simple words (for example, clap children’s names).	Games 17–20: 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.
INDICATOR	Standard ELA 3 yr.2.12.	With prompting and support, begin to identify the initial sounds of words.	Games 33–36: 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.
EXPECTATION / STANDARD	Sub-strand:	WORD RECOGNITION	
INDICATOR	Standard ELA 3 yr.2.13.	With prompting and support, explore that words are made up of letters and sounds.	<p>Games 25–28: 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>Pre-Decodables books: 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>

INDICATOR	Standard ELA 3 yr.2.14.	With prompting and support, begin to identify the names and sounds of some upper- and lowercase letters of the alphabet, including those in their own name.	<p>Sound Hunt: Children practice finding sounds in names and then finding those same sounds in words.</p> <p>Letter Hunt: Children practice linking sounds to letters, recognizing letters of the alphabet, and writing or printing letters.</p> <p>Alphabet Bops 1 and 2: 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>
EXPECTATION / STANDARD	Sub-strand:	COMPREHENSION	
INDICATOR	Standard ELA 3 yr.2.17.	With prompting and support, listen attentively to simple texts.	Pre-Decodables books: 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.
INDICATOR	Standard ELA 3 yr.2.18.	With prompting and support, ask and answer simple questions relating to a text, media, or information presented orally.	Pre-Decodables books: 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.
OBJECTIVE / STRAND		MATHEMATICS	
INDICATOR / CLUSTER	Strand 3:	MEASUREMENT AND DATA	
EXPECTATION / STANDARD	Standard Math 3 yr.3.3.	Sort objects into given categories including color, size, shape, etc.	<p>Games 9–12: 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>Games 13–16: 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>Cue cards: 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>
OBJECTIVE / STRAND		SOCIAL STUDIES	
INDICATOR / CLUSTER	Strand 5:	INDIVIDUALS, GROUPS, AND INSTITUTIONS	
EXPECTATION / STANDARD	Standard SS 3 yr.5.2.	With prompting and support, participate in the classroom community by interacting with other children and adults in a formal or group setting (for example, follow established rules, participate in a variety of classroom roles, take care of classroom materials).	All Key Foundations™ Activities

OBJECTIVE / STRAND		ENGLISH LANGUAGE ARTS	
INDICATOR / CLUSTER	Strand 1:	ACADEMIC AND SOCIAL LANGUAGE: SPEAKING AND LISTENING	
EXPECTATION / STANDARD	Standard ELA 4 yr.1.3.	Begin to ask and answer complex questions (for example, who, what, where, when, why, how).	Pre-Decodables books: 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.
EXPECTATION / STANDARD	Standard ELA 4 yr.1.8.	Engage in conversations with peers and adults by talking about activities, personal stories, pictures, topics, and text.	All Key Foundations™ Activities
INDICATOR / CLUSTER	Strand 2:	READING	
EXPECTATION / STANDARD	Sub-strand:	CONCEPTS OF PRINT	
INDICATOR	Standard ELA 4 yr.2.1.	Correctly hold a book.	Pre-Decodables books: 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.
INDICATOR	Standard ELA 4 yr.2.2.	Discuss that print conveys meaning and how the illustrations/photographs relate to the text.	Pre-Decodables books: 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.
INDICATOR	Standard ELA 4 yr.2.4.	With prompting and support, demonstrate that print is read from top to bottom, left to right, and from front to back.	Pre-Decodables books: 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.
INDICATOR	Standard ELA 4 yr.2.5.	Demonstrate that spoken words are represented in written language (for example, point to written words while reciting a known nursery rhyme or reading a recipe together during a cooking activity).	Pre-Decodables books: 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.
INDICATOR	Standard ELA 4 yr.2.6.	With prompting and support, begin to recognize that letters are grouped to form words.	Pre-Decodables books: 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.
INDICATOR	Standard ELA 4 yr.2.7.	With prompting and support, discuss the role of the author and illustrator/photographer in presenting the ideas or information in a text.	Pre-Decodables books: 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.
EXPECTATION / STANDARD	Sub-strand:	PHONOLOGICAL AWARENESS	
INDICATOR	Standard ELA 4 yr.2.8.	Identify and discriminate between sounds (phonemes) in spoken language (for example, point to a picture that begins with the same sound as dog).	<p>Word games: Children practice building knowledge and vocabulary, blending syllables, matching letters and sounds, describing, comparing, categorizing, and creating.</p> <p>Sound Hunt: Children practice finding sounds in names and then finding those same sounds in words.</p> <p>Letter Hunt: Children practice linking sounds to letters, recognizing letters of the alphabet, and writing or printing letters.</p>

			<p>Alphabet Bops 1 and 2: 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>Games 41–45: Children practice identifying and matching the long and short vowel sounds in words.</p>
INDICATOR	Standard ELA 4 yr.2.9.	Recognize rhyming words in familiar songs/books (for example, provide rhyming words, show a thumbs up if the words rhyme or thumbs down if the words do not rhyme).	<p>Games 21–24: 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>Sound games: Children practice segmenting syllables and recognizing and producing rhymes.</p> <p>Picture cards: 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>
INDICATOR	Standard ELA 4 yr.2.10.	With prompting and support, count syllables as words are being spoken (for example, clap, stomp, jump, use hand signals).	<p>Games 17–20: 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>
INDICATOR	Standard ELA 4 yr.2.11.	With prompting and support, blend (put together), and segment (take apart) single-syllable words into individual phonemes auditorily (for example, segment: bat= /b/ /a/ /t/, blend: /b/ /a/ /t/ = bat).	<p>Games 25–28: 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>
INDICATOR	Standard ELA 4 yr.2.12.	Begin to recognize the beginning sounds of words and progress towards recognizing ending sounds of words.	<p>Games 33–36: 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>
EXPECTATION / STANDARD	Sub-strand:	WORD RECOGNITION	
INDICATOR	Standard ELA 4 yr.2.13.	With prompting and support, recognize that written words are made up of letters and sounds.	<p>Sound Hunt: Children practice finding sounds in names and then finding those same sounds in words.</p> <p>Letter Hunt: Children practice linking sounds to letters, recognizing letters of the alphabet, and writing or printing letters.</p> <p>Alphabet Bops 1 and 2: 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>
INDICATOR	Standard ELA 4 yr.2.14.	Identify the names and sounds of some upper- and lowercase letters of the alphabet, including those in their own name.	<p>Sound Hunt: Children practice finding sounds in names and then finding those same sounds in words.</p> <p>Letter Hunt: Children practice linking sounds to letters, recognizing letters of the alphabet, and writing or printing letters.</p>

			Alphabet Bops 1 and 2: 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.
EXPECTATION / STANDARD	Sub-strand:	COMPREHENSION	
INDICATOR	Standard ELA 4 yr.2.17.	With prompting and support, listen attentively to and retell simple texts, including event sequence and characters, through conversation, art, movement, or drama.	Pre-Decodables books: 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.
INDICATOR	Standard ELA 4 yr.2.18.	With prompting and support, ask and answer questions and make connections about text, media, or information presented orally.	Pre-Decodables books: 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.
INDICATOR / CLUSTER	Strand 3:	WRITING	
EXPECTATION / STANDARD	Standard ELA 4 yr.3.3.	Print some letters of the alphabet, including those in their own name.	Pre-Decodables books: 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. Letter formation activities: Children first imitate, then copy, and then draw/print uppercase and lowercase letters and numbers. Letter Hunt: Children practice linking sounds to letters, recognizing letters of the alphabet, and writing or printing letters.
OBJECTIVE / STRAND		LIFELONG LEARNING PRACTICES—APPROACHES TO LEARNING	
INDICATOR / CLUSTER	Strand 6:	RELATIONSHIPS	
EXPECTATION / STANDARD	Sub-strand:	COMMUNICATION	
INDICATOR	Standard LLP 4 yr.6.2.	With prompting and support, communicate with others by attending to and responding to peers and adults individually or in a group (for example, taking turns in conversation).	All Key Foundations™ Activities
OBJECTIVE / STRAND		PHYSICAL EDUCATION	
INDICATOR / CLUSTER	Strand 1:	MOTOR SKILLS AND MOVEMENT	
EXPECTATION / STANDARD	Sub-strand:	FINE MOTOR	
INDICATOR	Standard PE 4 yr.1.5.	Hold a pencil and other writing tools with a beginning pincer grasp (thumb to index finger grasp).	Pre-Decodables books: 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. Letter formation activities: Children first imitate, then copy, and then draw/print uppercase and lowercase letters and numbers. Letter Hunt: Children practice linking sounds to letters, recognizing letters of the alphabet, and writing or printing letters.