



Key Foundations by Hatch™ and Illinois Pre-Kindergarten Standards Alignment



Illinois Early Learning Standards			Key Foundations by Hatch™
STATE GOAL / DISCIPLINARY CONCEPT	IL.LA.	Language Arts	
LEARNING STANDARD / DISCIPLINE	LA.1.	Demonstrate increasing competence in oral communication (listening and speaking).	
DESCRIPTOR / CONTENT DISCIPLINE	1.A.	Demonstrate understanding through age-appropriate responses.	
STANDARD	1.A.ECa.	Follow simple one-, two- and three-step directions.	All Key Foundations™ Activities
STANDARD	1.A.ECb.	Respond appropriately to questions from others.	All Key Foundations™ Activities
STANDARD	1.A.ECc.	Provide comments relevant to the context.	All Key Foundations™ Activities
STANDARD	1.A.ECd.	Identify emotions from facial expressions and body language	
STATE GOAL / DISCIPLINARY CONCEPT	IL.LA.	Language Arts	
LEARNING STANDARD / DISCIPLINE	LA.1.	Demonstrate increasing competence in oral communication (listening and speaking).	
DESCRIPTOR / CONTENT DISCIPLINE	1.B.	Communicate effectively using language appropriate to the situation and audience.	
STANDARD	1.B.ECa.	Use language for a variety of purposes. With teacher assistance, participate in collaborative conversations with diverse partners	All Key Foundations™ Activities
STANDARD	1.B.ECb.	(e.g., peers and adults in both small and large groups) about age-appropriate topics and texts.	All Key Foundations™ Activities
STANDARD	1.B.EC.c.	Continue a conversation through two or more exchanges.	All Key Foundations™ Activities
STANDARD	1.B.ECd.	Engage in agreed-upon rules for discussions (e.g., listening, making eye contact, taking turns speaking).	All Key Foundations™ Activities
STATE GOAL / DISCIPLINARY CONCEPT	IL.LA.	Language Arts	
LEARNING STANDARD / DISCIPLINE	LA.1.	Demonstrate increasing competence in oral communication (listening and speaking).	
DESCRIPTOR / CONTENT DISCIPLINE	1.C.	Use language to convey information and ideas.	

Games 5-8: Children practice describing animals, everyday things, and food in different ways and describing everyday things we use and saying what makes them work.

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.

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.

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.

STANDARD 1.C.ECa. Describe familiar people, places, things, and events and, with teacher assistance, provide additional detail.

STATE GOAL / DISCIPLINARY CONCEPT	IL.LA.	Language Arts	
LEARNING STANDARD / DISCIPLINE	LA.1.	Demonstrate increasing competence in oral communication (listening and speaking).	
DESCRIPTOR / CONTENT DISCIPLINE	1.E.	Use increasingly complex phrases, sentences, and vocabulary.	

STANDARD 1.E.ECb. Exhibit curiosity and interest in learning new words heard in conversations and books.

All Key Foundations™ Activities

STANDARD 1.E.ECc. With teacher assistance, use new words acquired through conversations and book - sharing experiences.

All Key Foundations™ Activities

Games 5-8: Children practice describing animals, everyday things, and food in different ways and describing everyday things we use and saying what makes them work.

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.

STANDARD 1.E.ECd. With teacher assistance, explore word relationships to understand the concepts represented by common categories of words (e.g., food, clothing, vehicles).

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.

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.

STANDARD 1.E.ECe. With teacher assistance, use adjectives to describe people, places, and things.

Games 5-8: Children practice describing animals, everyday things, and food in different ways and describing everyday things we use and saying what makes them work.

STATE GOAL / DISCIPLINARY CONCEPT	IL.LA.	Language Arts	
LEARNING STANDARD / DISCIPLINE	LA.2.	Demonstrate understanding and enjoyment of literature.	
DESCRIPTOR / CONTENT DISCIPLINE	2.A.	Demonstrate interest in stories and books.	

STANDARD	2.A.ECa.	Engage in book-sharing experiences with purpose and understanding.	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.
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STANDARD	2.A.ECb.	Look at books independently, pretending to read.	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.
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STATE GOAL / DISCIPLINARY CONCEPT	IL.LA.	Language Arts	
LEARNING STANDARD / DISCIPLINE	LA.2.	Demonstrate understanding and enjoyment of literature.	
DESCRIPTOR / CONTENT DISCIPLINE	2.B.	Recognize key ideas and details in stories.	

STANDARD	2.B.ECa.	With teacher assistance, ask and answer questions about books read aloud.	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.
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STANDARD	2.B.ECb.	With teacher assistance, retell familiar stories with three or more key events.	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.
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STANDARD	2.B.ECc.	With teacher assistance, identify main character(s) of the story.	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.
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STATE GOAL / DISCIPLINARY CONCEPT	IL.LA.	Language Arts	
LEARNING STANDARD / DISCIPLINE	LA.2.	Demonstrate understanding and enjoyment of literature.	
DESCRIPTOR / CONTENT DISCIPLINE	2.C.	Recognize concepts of books.	

STANDARD	2.C.ECa.	Interact with a variety of types of texts (e.g., storybooks, poems, rhymes, songs).	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.
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STANDARD	2.C.ECb.	Identify the front and back covers of books and display the correct orientation of books and page-turning skills.	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.
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STANDARD	2.C.ECc.	With teacher assistance, describe the role of an author and illustrator.	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.
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STATE GOAL / DISCIPLINARY CONCEPT	IL.LA.	Language Arts	
LEARNING STANDARD / DISCIPLINE	LA.2.	Demonstrate understanding and enjoyment of literature.	
DESCRIPTOR / CONTENT DISCIPLINE	2.D.	Establish personal connections with books.	

STANDARD	2.D.ECa.	With teacher assistance, discuss illustrations in books and make personal connections to the pictures and story.	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.
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STANDARD	2.D.ECb.	With teacher assistance, compare and contrast two stories relating to the same topic.	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.
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STATE GOAL / DISCIPLINARY CONCEPT	IL.LA.	Language Arts	
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LEARNING STANDARD / DISCIPLINE	LA.3.	Demonstrate interest in and understanding of informational text.	
DESCRIPTOR / CONTENT DISCIPLINE	3.A.	Recognize key ideas and details in nonfiction text.	
STANDARD	3.A.ECa.	With teacher assistance, ask and answer questions about details in a nonfiction 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.
STANDARD	3.A.ECb.	With teacher assistance, retell detail(s) about main topic in a nonfiction 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.
STATE GOAL / DISCIPLINARY CONCEPT	IL.LA.	Language Arts	
LEARNING STANDARD / DISCIPLINE	LA.4.	Demonstrate increasing awareness of and competence in emergent reading skills and abilities.	
DESCRIPTOR / CONTENT DISCIPLINE	4.A.	Demonstrate understanding of the organization and basic features of print.	
STANDARD	4.A.ECa.	Recognize the differences between print and pictures.	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.
STANDARD	4.A.ECb.	Begin to follow words from left to right, top to bottom, and page by page.	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.
STANDARD	4.A.ECc.	Recognize the one-to-one relationship between spoken and written 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.
STANDARD	4.A.ECd.	Understand that words are separated by spaces in print.	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.
STANDARD	4.A.ECe.	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.
STATE GOAL / DISCIPLINARY CONCEPT	IL.LA.	Language Arts	
LEARNING STANDARD / DISCIPLINE	LA.4.	Demonstrate increasing awareness of and competence in emergent reading skills and abilities.	
DESCRIPTOR / CONTENT DISCIPLINE	4.B.	Demonstrate an emerging knowledge and understanding of the alphabet.	
STANDARD	4.B.ECa.	With teacher assistance, recite the alphabet.	<p>Letter Hunt: Children practice linking sounds to letters, recognizing letters of the alphabet, and writing or printing letters.</p> <p>Letter formation activities: Children first imitate, then copy, and then draw/print uppercase and lowercase letters and numbers.</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>

STANDARD 4.B.ECb. Recognize and name some upper/lowercase letters of the alphabet, especially those in own name.

Letter Hunt: Children practice linking sounds to letters, recognizing letters of the alphabet, and writing or printing letters.

Letter formation activities: Children first imitate, then copy, and then draw/print uppercase and lowercase letters and numbers.

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.

STANDARD 4.B.ECc. With teacher assistance, match some upper/lowercase letters of the alphabet.

Letter Hunt: Children practice linking sounds to letters, recognizing letters of the alphabet, and writing or printing letters.

Letter formation activities: Children first imitate, then copy, and then draw/print uppercase and lowercase letters and numbers.

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.

STANDARD 4.B.ECd. With teacher assistance, begin to form some letters of the alphabet, especially those in own name.

Letter formation activities: Children first imitate, then copy, and then draw/print uppercase and lowercase letters and numbers.

STATE GOAL / DISCIPLINARY CONCEPT	IL.LA.	Language Arts	
LEARNING STANDARD / DISCIPLINE	LA.4.	Demonstrate increasing awareness of and competence in emergent reading skills and abilities.	
DESCRIPTOR / CONTENT DISCIPLINE	4.C.	Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).	

STANDARD 4.C.ECa. Recognize that sentences are made up of separate 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.

STANDARD 4.C.ECb. With teacher assistance, recognize and match words that rhyme.

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.

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.

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.

STANDARD 4.C.ECc. Demonstrate ability to segment and blend syllables in words (e.g., "trac/tor, tractor").

Games 29-32: 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.

Sound games: Children practice segmenting syllables and recognizing and producing rhymes.

STANDARD	4.C.ECd.	With teacher assistance, isolate and pronounce the initial sounds in 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>
STANDARD	4.C.ECe.	With teacher assistance, blend sounds (phonemes) in one-syllable words (e.g., /c/ /a/ /t/ = cat).	<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>

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LEARNING STANDARD / DISCIPLINE	LA.4.	Demonstrate increasing awareness of and competence in emergent reading skills and abilities.	
DESCRIPTOR / CONTENT DISCIPLINE	4.D.	Demonstrate emergent phonics and word-analysis skills.	

STANDARD	4.D.ECb.	With teacher assistance, demonstrate understanding of the one-to-one correspondence of letters and sounds.	<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>
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STATE GOAL / DISCIPLINARY CONCEPT	IL.MA.	Mathematics	
LEARNING STANDARD / DISCIPLINE	MA.8.	Identify and describe common attributes, patterns, and relationships in objects.	
DESCRIPTOR / CONTENT DISCIPLINE	8.A.	Explore objects and patterns.	

STANDARD 8.A.ECa. Sort, order, compare, and describe objects according to characteristics or attribute(s).

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.

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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.

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STATE GOAL / DISCIPLINARY CONCEPT	IL.SC.	Science	
LEARNING STANDARD / DISCIPLINE	SC.12.	Explore concepts and information about the physical, earth, and life sciences.	
DESCRIPTOR / CONTENT DISCIPLINE	12.C.	Explore the physical properties of objects.	

STANDARD 12.C.ECa. Identify , describe, and compare the physical properties of objects.

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.

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STATE GOAL / DISCIPLINARY CONCEPT	IL.SED.	Social / Emotional Development	
LEARNING STANDARD / DISCIPLINE	SED.32.	Demonstrate decision-making skills and behaviors in personal, school, and community contexts.	

DESCRIPTOR / CONTENT DISCIPLINE	32.A.	Begin to consider ethical, safety, and societal factors in making decisions.	
STANDARD	32.A.ECb.	Follow rules and make good choices about behavior.	