

PENNSYLVANIA



for Pre-Kindergarten



*Pennsylvania
Department of Education and
Department of Public Welfare*

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PENNSYLVANIA'S EARLY LEARNING STANDARDS

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Introduction

Over 30 years of research confirms the foundational importance of early education and care for children’s school and life success. As Pennsylvania seeks to emphasize its early learning programs, a standards-based approach to pre-kindergarten programs is vital. Children are born with an incredible capacity and desire to learn. It is critical that their first steps are in the right direction. Research-based standards are essential to building the foundation for a strong start—one that effectively provides children with skills and gives them the confidence to stay the course, graduate from high school or college, and contribute productively to communities and workplaces.

The Early Learning Standards were developed as a joint project of the Departments of Education and Public Welfare as part of Governor Rendell’s commitment to early childhood education and care. The Early Learning Standards are meant to guide the development of pre-kindergarten programs, and were developed by a Task Force consisting of early childhood practitioners and administrators, policy analysts and researchers, and university faculty. The Task Force membership is listed in Appendix A. Support for the development of the standards was provided through the national Build Initiative, which is a multi-state partnership that helps states construct a coordinated system of programs and policies that responds to the needs of young children.

Children’s Learning

Children’s individual development and learning is constructed on a continuum that builds on prior experience and knowledge. Each child’s unique learning style, ability and experiences join together to support progress along the continuum. Children also learn holistically; physical, social-emotional and cognitive learning work together to create the whole child; each influences the other and none operate independently.

Play is the vehicle through which children build knowledge. Children need opportunities to develop new skills by using active exploration of hands-on materials. They also need safe and comfortable environments where they can practice these newly acquired skills and build on them to learn new information. Teachers support children’s individualized learning opportunities by providing meaningful experiences that engage their interests, abilities and culture. Effective classroom learning for young children, then, is a balance of self discovery and supportive and nurturing teachers’ construction of challenging, yet attainable tasks.

The Early Learning Standards’ Format

Pennsylvania’s Early Learning Standards are divided into three parts:

1. Preamble and Guiding Principles

The Preamble and Guiding Principles describe the way in which young children learn and the way that early care and education classrooms and teachers can support children’s learning. The principles are key statements that reflect quality practice.

2. Standards

This section describes the expectations of learning and development for children when they enter kindergarten. It also provides a framework for curriculum and assessment design. The learning areas, while separated into content areas, should not be taught in isolation or in distinct “units of learning”. Learning is an integrated process where various standards or key learning areas can be combined through balanced, active learning experiences to support children’s skill development.

Key Learning Areas are specific areas of development that, combined, represent the whole child. They include: Approaches to Learning, Creative Arts, Language and Literacy, Logical Mathematics, Personal Social, Physical and Health, Program Partnerships, Science and Social Studies. Program Partnerships is unique to Pennsylvania and emphasizes the importance of the family-school-community partnership for children’s successful learning and development.

Standards the general statements in each key learning area that identify what children should know or be able to do when they enter kindergarten.

Indicators further define the standard and provide examples of knowledge and skills.

Examples are a sampling of specific ways that children may demonstrate mastery of a standard. This is not an all-inclusive list; there are many other ways that could represent individual children’s mastery, and children may not demonstrate all of the examples supplied to be skilled in a specific standard. These examples are good resources for teachers and parents to understand what mastery looks like.

Supportive practices describe experiences, materials and teaching practices that will encourage learning in the classroom setting.

3. Crosswalks

Programs can align the Early Learning Standards with their current use of national standards through the crosswalks. Each key learning area has been crosswalked with the following: NAEYC’s recommendations; Head Start Performance Standards and the Outcomes Framework; and National Math and Reading Standards. In addition, the Standards have been aligned with Pennsylvania’s Continuum of Learning and the Core Body of Knowledge.

Uses for the Early Learning Standards

The Pennsylvania Early Learning Standards are designed as a framework for quality in pre kindergarten programs and to provide guidance about what children should know or be able to do when they enter kindergarten. The Standards are inclusive of all children. They can be used to:

- Inform teachers and administrators about curriculum and assessment and to guide the selection of program materials

- Inform parents of appropriate expectations for children who are ready to enter kindergarten
- Support community early care and education partnerships by providing a common framework for discussions about curriculum, assessment and transition into kindergarten

The Early Learning Standards are NOT meant to be used:

- As a specific curriculum or to mandate specific teaching practices and materials
- To prohibit children from entering kindergarten
- To assess the competence of children or teachers

Revisions

Pennsylvania's Early Learning Standards are a work in progress. As educators use the Standards in their practice, revisions based on continuing discussion and feedback from the field and new information from research or experience, will assure they stay current and comprehensive. Supplemental documents will also be developed to further support quality early care and education in Pennsylvania. Comments about the Early Learning Standards may be addressed to Sue Mitchell, Pre-Kindergarten Specialist, Pennsylvania Department of Education, 333 Market Street, Harrisburg, PA 17126, susmitchel@state.pa.us.

This document is available at http://www.pde.state.pa.us/early_childhood/cwp/view.asp?Q=101706&A=179
It may be printed, copied and distributed in its entirety.

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Guiding Principles

High quality early childhood programs offer learning opportunities that have a significant impact on the success of all children. A warm, responsive relationship with a highly trained teaching staff is foundational. It is expected that teachers will intentionally integrate developmental knowledge with the attitudes, skills, and concepts children need to make progress socially and academically. High quality early childhood programs maintain high developmentally achievable expectations for all children using clear performance standards with a continuous cycle of assessment understood and used by staff, children, and parents.

1. High quality early childhood education and care programs have a significant impact on children's future successes.
2. All children can learn and deserve high expectations that are age, individually, and culturally appropriate.**
3. Young children learn best when they are able to construct knowledge through meaningful play, active exploration of the environment and thoughtfully planned activities.
4. The learning environment for young children should stimulate and engage their curiosity of the world around them, and meet their physical needs and emotional needs so that children feel safe and secure.
5. Language and early literacy development must be supported and integrated throughout all aspects of early childhood care and education programs.
6. Children's learning, development and opportunities are supported when their teachers are trained in early childhood development and education, including professional training and ongoing professional development, and are intentional in their relationships and work with children and families.
7. Early childhood care and education programs must address the individual needs of a diverse population of children, e.g., children with special needs, children from diverse cultural backgrounds, children from all socio-economic groups.
8. Early childhood care and education programs are defined by a set of comprehensive standards that maximize a child's growth and development across domains.
9. There must be a system of assessment that documents children's growth and development in relationship to a defined set of standards, and is used to inform instruction.
10. Children's learning is enhanced when families, schools, and communities work together.

****Footnote:**

- Young children with disabilities will meet standards consistent with their individualized education programs (IEPs) goals developed by IEP teams in accordance with the federal Individuals with Disabilities Education Improvement Act (IDEIA) and Pennsylvania's Early Intervention Services System Act (Act 212 of 1990).



APPROACHES TO LEARNING



for Pre-Kindergarten



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AL 4.1 - AL 4.3	Flexibility, Risks & Responsibility	16
AL 5.1 - AL 5.2	Imagination, Creativity	17

All children need to feel comfortable and secure as they learn and become successful. But, not all children learn in the same way. From infancy, children display their disposition towards learning....Teachers can help children feel successful by supporting individual differences and helping each child discover his or her own learning capacity and style. Children should be encouraged to take initiative, to try new things and to show persistence in carrying out projects.

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Standard: Demonstrate initiative and curiosity

Indicator	Examples	Supportive Practices
AL 1.1 Choose to participate in an increasing variety of experiences	<p>The child will:</p> <ul style="list-style-type: none"> Independently choose to participate in at least 75% of the available learning centers including some new experiences Independently choose new and different materials to represent different thoughts or feelings Volunteer to share new ideas and experiences Initiate movement and play during free choice times indoors and outside 	<p>The adult:</p> <ul style="list-style-type: none"> Enhance learning centers and group activities to attract child participation and enhance learning Provide a classroom with clearly defined interest areas and labeled materials that invite children to explore and discover Provide new materials, photographs, art work, music to stimulate experiences, knowledge, and interests Ask open-ended questions to facilitate sharing and extend learning Provide materials/activities appealing to a variety of senses and learning styles for individuals, small groups and larger group experiences
AL 1.2 Make independent choices		
AL 1.3 Demonstrate growing eagerness and delight to learn about and discuss a growing range of topics, ideas and tasks		
AL 1.4 Use multiple strategies and all available senses to explore and learn from the environment		

Standard: Demonstrate engagement and persistence

Indicator	Examples	Supportive Practices
AL 2.1 Show persistence in ability to complete a variety of tasks, activities, projects and experiences	<p>The child will:</p> <ul style="list-style-type: none"> • Initiate, follow through, and complete play activities and projects • Plan, develop, follow through and complete art/craft projects 	<p>The adult will:</p> <ul style="list-style-type: none"> • Encourage and facilitate planning and follow through • Ask open-ended questions to encourage and develop projects • Provide support when needed • Record plans to facilitate follow through and recall of steps/progress • Document, label/describe, display steps involved in projects – with photos when possible • Anticipate possible next steps encouraging progress if necessary • Notice progress
AL 2.2 Demonstrate increasing ability to set goals and develop and follow through on plans		
AL 2.3 Demonstrate capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions		

Standard: Demonstrate reasoning and problem solving skills

Indicator	Examples	Supportive Practices
AL 3.1 Demonstrate a growing ability to predict possible outcomes related to cause and effect	<p>The child will:</p> <ul style="list-style-type: none"> • Predict outcomes in stories, to “what if” questions, with card events • Engage in problem solving in a variety of key areas • Explain multiple strategies to solve problems • Demonstrate awareness of how to get help in solving problems • Solve an increasing number of problems independently in play and living situations • Demonstrate ability to classify, compare, and contrast • Use an increasing number of details and more realistic representations 	<p>The adult will:</p> <ul style="list-style-type: none"> • Help children learn how to function in a group, relate positively to others and solve problems peacefully • Provide a variety of materials and situations to support experience with cause and effect and problem solving • Recognize children who support others in problem solving • Read stories which include problem solving, helping others, and multiple problem solving skills • Teach cause and effect/reasoning vocabulary (e.g. If, when, after, before, next, what if, then, and/or) • Allow children to solve problems independently whenever possible and safe • Use open-ended questions to encourage classification, sorting, comparisons, problem solving • Ask open ended questions to stimulate and extend representation
AL 3.2 Find more than one solution to a question, task or problem		
AL 3.3 Seek and/or accept help from others when encountering a problem		
AL 3.4 Recognize and solve problems through observation, active exploration, trial and error, and interactions and discussions with peers and adults		
AL 3.5 Classify, compare and contrast objects, events and experiences		

Standard: Demonstrate flexibility, risk taking and responsibility

Indicator	Examples	Supportive Practices
AL 4.1 Demonstrate increasing ability to differentiate between appropriate and inappropriate (or dangerous) risk-taking	<p>The child will:</p> <ul style="list-style-type: none"> • Identify and explain dangerous and inappropriate risk taking • Demonstrate willingness to try an increasing number of new experiences • Volunteer/take part in discussions and other new learning activities • Initiate own learning and play experiences 	<p>The adult will:</p> <ul style="list-style-type: none"> • Ask “what if” questions in play situations, while reading stories • Ask “why” questions about potentially dangerous situations using pictures, stories, and puppets • Accept individual differences in children’s willingness to try new experiences • Use pair learning experiences to extend skills, experiences
AL 4.2 Demonstrate willingness to choose a variety of familiar and new experiences		
AL 4.3 Accept responsibility for learning through active participation verbally or nonverbally		

Standard: Demonstrate Imagination, Creativity and Invention

Indicator	Examples	Supportive Practices
AL 5.1 Approach tasks and experiences with increased flexibility, imagination and inventiveness	<p>The child will:</p> <ul style="list-style-type: none"> • Use a variety of materials to explore and express ideas and emotions • Use and create props during dramatic play activities • Describe “creations” when asked to tell about art work, block structures, and other creative work 	<p>The adult will:</p> <ul style="list-style-type: none"> • Provide blocks of play time and center/play-based learning opportunities and environments • Provide new materials and props in all centers and aspects of the environment to stimulate and extend learning, exploration, imagination, and creativity • Read/ tell stories about real people who show their use of imagination, creativity, and invention
AL 5.2 Use or combine materials/strategies in novel ways to explore and solve problems		

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CREATIVE ARTS



for Pre-Kindergarten



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CA 3.1 - 3.5	Dramatic Play	23
CA 4.1 - 4.5	Appreciation	24

Creative expression is an important component of children's early learning experiences. Children who are given opportunities to develop their imagination and creativity through a variety of media are learning to express their individuality in interests, abilities and knowledge. When they view others' work, children are also learning to appreciate and respect differences in culture and viewpoint. Creative expression influences children's growing competence as creative problem solvers and provides insight about the world around them. Teachers support creative learning by providing process-oriented play experiences that encourage children to use their imagination and to experiment with new ideas and materials.

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Standard: Use a variety of visual art forms for creative expression and representation

Indicator	Examples	Supportive Practices
CA 1.1 Show curiosity and explore visual materials and activities	<p>The child will:</p> <ul style="list-style-type: none"> • Use a variety of materials such as chalk, paint, crayon, pencils, markers, wood, collage, play dough • Manipulate materials in a variety of ways: pounding, squeezing, cutting, rolling • Draw artwork to explore and extend topics being studied in the classroom (after field trip) • Draw/paint a picture of a pet or family member • Talk about the meaning of art work; answer questions about the work of art • Draw a figure that shows a variety of emotions such as smiling, crying • Independently choose different art materials to represent different types of thoughts or feelings • Use art media to create art without a model • Draw a picture using different colors, varying the intensity of stokes and combines colors • Use a growing number of details in representations and make increasingly more realistic representations • Use line, shape, form, color, texture, design and pattern 	<p>The adult will:</p> <ul style="list-style-type: none"> • Provide children with opportunities to explore a variety of art materials and tools • Make art materials accessible to children throughout the majority of the day • Provide opportunities for children to use 3-dimensional materials such as clay, play dough or wood • Encourage children to use materials for individual expression of feelings or thoughts • Allow for individual and group projects to extend over a period of several days • Relate art expressive activities to other classroom experiences • Encourage children to talk about their artwork • Display children’s art throughout the classroom
CA 1.2 Demonstrate the ability to represent experiences, thoughts and ideas through the use of visual art forms		
CA 1.3 Select different media to express emotions and ideas		
CA 1.4 Show care and persistence in a variety of art projects		

Standard: Express self through movement and music

Indicator	Examples	Supportive Practices
CA 2.1 Express self through movement	The child will:	The adult will:
CA 2.2 Show beginning understanding of movement elements and techniques	<ul style="list-style-type: none"> • Participate in teacher-guided movement activities 	<ul style="list-style-type: none"> • Provide large and small group activities that focus on movement and music participation
CA 2.3 Respond to different forms of music	<ul style="list-style-type: none"> • Initiate movement and music activities (select musical instruments during free choice time or spontaneously sing songs) 	<ul style="list-style-type: none"> • Provide opportunities for children to explore a variety of musical instruments throughout the day, both individually and in groups
CA 2.4 Demonstrate ability to use movement and music	<ul style="list-style-type: none"> • Show an awareness of tempo, rhythm, pitch • Respond to changes in tempo, rhythm and pitch • Dance to different types of music such as jazz, classical and ethnic • Explore rhythm instruments from different cultures • Sing familiar songs, chants, and finger plays • Improvise songs and rhythmic patterns • Change words or tone of familiar songs to make new songs 	<ul style="list-style-type: none"> • Play a variety of music types for listening and for participation • Call attention to the varying changes and styles in music as children are listening • Encourage children to be creative during singing by changing words, song endings, etc. • Create opportunities for children to express themselves to a variety of music forms through dance or body movements • Introduce children to a variety of songs, finger plays and rhythms • Provide a variety of props for musical expression such as scarves, hoops, etc.

Standard: Participate in a variety of dramatic play experiences

Indicator	Examples	Supportive Practices	
CA 3.1 Represent fantasy and real-life experiences through pretend play	<p>The child will:</p> <ul style="list-style-type: none"> • Differentiate between real and pretend • Imitate roles of people, animals or objects observed in the child’s life experiences • Assume the role of a familiar person or thing and uses appropriate language to represent it • Act out roles from observations of life experiences (doctor, mother, baby) • Make up new roles from experiences • Use props or costumes during dramatic play activities • Create props from available materials, either realistic or symbolic (stick becomes wand) • Direct peers or follow peers’ instructions about dramatic play schemes • Participate with other children in dramatic play situations (mother and baby, doctor and patient) 	<p>The adult will:</p> <ul style="list-style-type: none"> • Create situations where children can role-play familiar roles or situations such as home living, grocery stores, fast food restaurants, etc. • Provide opportunities for children to initiate role play during a large portion of their day • Develop teacher-guided dramatic activities such as acting out a story • Encourage role play problem-solving of classroom situations • Provide clothing, materials and props that facilitate make-believe play • Equip the classroom dramatic play area with real-life materials such as real pots and pans, food boxes and cans, etc. • Talk with children about real and pretend situations, helping them to understand the difference • Provide opportunities for children to role play or create pretend situations with peers in small groups • Encourage extension of children’s dramatic play by interacting with them during pretend play and asking open-ended questions 	
CA 3.2 Show imagination and creativity in play			
CA 3.3 Participate in teacher-guided dramatic activities (acting out a story)			
CA 3.4 Express own ideas through dramatic play activities			
CA 3.5 Engage in cooperative pretend play with another child			

Standard: Show a developing appreciation of a variety of art forms

Indicator	Examples	Supportive Practices
CA 4.1 Understand and share opinions about others' artistic products and experiences	<p>The child will:</p> <ul style="list-style-type: none"> • Respond to others' creative work through body language, facial expression or oral language • Observe, applaud or comment on the work of others • Answer questions about own artwork or creative actions ("tell me about your picture") • Describe and share opinions about artwork when asked ("what do you think this picture is about?") • Choose to work with creative arts materials during choice time • Respond to the creative work of others (hum, sway, tap foot) • Identify a photo, painting, drawing, statue, etc 	<p>The adult will:</p> <ul style="list-style-type: none"> • Provide opportunities for children to work on creative activities in groups or individually • Encourage children to positively comment on others' work • Encourage children to describe their own work • Ask children how music or art makes them feel • Display children's and professional art throughout the classroom • Provide a wide variety of creative expressive materials for children's use throughout the day • Discuss the various types and characteristics of creative work such as painting, sculpture, photography • Provide opportunities and examples of increasingly more complex art forms throughout the year
CA 4.2 Use oral language to describe or explain art		
CA 4.3 Use the different elements of creative art		
CA 4.4 Appreciate listening to a variety of music forms		
CA 4.5 Recognize and name a variety of art forms		

LANGUAGE AND LITERACY



for Pre-Kindergarten

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Language and literacy development encompasses listening, speaking, writing and reading. Children develop the ability to communicate from birth, first by listening to adult verbal and non-verbal interactions, and then by making sounds to develop spoken language. Next, young children gain understanding of how oral language is translated into written symbols, finally learning how to decode symbols to develop reading skills. Solid foundations in language and literacy development promote success in reading and writing, thereby helping children become successful in school. Teachers support language and literacy development by talking and interacting with children and providing many varied opportunities for children to practice language and by providing a classroom environment that is rich in print. Language and literacy learning occurs throughout the day and should become part of all classroom activities and experiences.

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RECEPTIVE LANGUAGE



for Pre-Kindergarten

Receptive language refers to children's ability to understand words and sounds. It involves the ability to process, comprehend and integrate spoken language. Children benefit from hearing language spoken and from opportunities to listen and participate in conversations with both adults and children. Adults further children's receptive language skills by speaking clearly, using rich vocabulary, and by allowing children the time to respond to questions and directions.

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Standard: Develop and expand listening and understanding skills

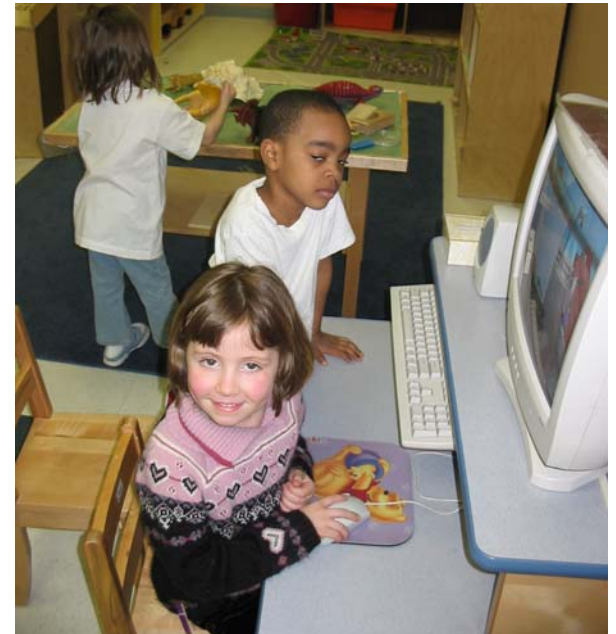
Indicator	Examples	Supportive Practices	
RL 1.1 Listen responsively to directions, stories and conversations	<p>The child will:</p> <ul style="list-style-type: none"> Respond appropriately to books and stories with facial and body gestures (smiling, laughing) Listen to stories on tape, CD or computer. Follow two-step directions (“Put away the crayons and go to the door”). Follow three-step directions (“Put away your book, get your jacket and stand by the door.”) Repeat an instruction to a friend Match movements and actions to the music and directions in song, poem or finger plays Use new vocabulary in the context of dramatic play, daily routines and classroom conversations Use age appropriate interactive software programs Ask questions that extend own understanding (e.g. “why”) Answer simple questions (e.g. “who”, “what”, “where”) 	<p>The adult will:</p> <ul style="list-style-type: none"> Read aloud from a variety of books that are characterized by less common vocabulary and more complex sentences and concepts Provide materials such as flannel board sets, puppets to act out and retell stories Model good listening that includes pausing to give children time to think and respond Label objects, pictures, situations and events to introduce new vocabulary State directions positively, respectfully, carefully and only as needed Use language in everyday activities with children and talk about their actions, thoughts and ideas Use gestures and props to help children understand Engage children in tasks that require an action or response Support children’s interaction with a variety of communication partners (e.g., people speaking in different languages, using communication devices) Provide experiences with interactive software that incorporate games with rules 	
RL 1.2 Follow simple and multiple-step directions			
RL 1.3 Demonstrate increasing understanding of new vocabulary introduced in conversations, activities, stories or books			
RL 1.4 Recognize expressions, gestures and body language cues			
RL 1.5 Understand that communication occurs in different ways including various languages, devices, and gestures			

RL 1.6 Responds to questions		<ul style="list-style-type: none">• Use software matched to skill levels• Choose software that engage children in exploration
RL 1.7 Demonstrate with increasing understanding that technology can be used to gain information		

EXPRESSIVE LANGUAGE



for Pre-Kindergarten



Children's expressive language development relates to their ability to use speech and to communicate meaning. Children gradually learn to speak more clearly and to use proper grammar when they are given opportunities to practice word use throughout the day. Teachers facilitate language development when they encourage children to participate in conversations with others, provide opportunities for language practice through singing, rhyming and making sounds and ask children to describe everyday events and experiences.

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Standard: Communicate ideas, experiences and feeling for a variety of purposes

Indicator	Examples	Supportive Practices
EL 1.1 Speak clearly enough to be understood by most listeners	<p>The child will:</p> <ul style="list-style-type: none"> • Practice and play with words and language. • Make up rhymes or songs. • Retell a story using words props and gestures. • Engage in discussions about books and events (e.g., field trips) • Use language to maintain theme of pretend or cooperative play. • Tell real or make believe stories. • Share and talks about own experiences, products and writing. • Use English, or other native language sign, communication devices or communicate personal needs, preferences and feelings. • Participate in back and forth conversations. • Use language to resolve conflicts. • Talk with other children during daily activities • Speak in a variety of classroom activities such as circle time, retelling a story or acting out a story • Request information 	<p>The adult will :</p> <ul style="list-style-type: none"> • Model appropriate and grammatically correct langue for children. • Provide many oppourtunities throughout the day to recite rhymes, songs and familiar text. • Label objects, pictures, situations and events to introduce new vocabulary • Ask open-ended questions to elicit response from children. • Expand on what children say by questioning, adding information, explanations and descriptions. • Invite children to label and describe objects, and events. • Provide field trips and other community based oppourtunities that expand children's language. • Accept and encourage various forms of child communication (e.g. Verbal, sign, communication devices, gestures). • Engage children in conversation about real experiences and events throughout the daily routine • Provide oppourtunities for children to connect to personal experiences
EL 1.2 Recite rhymes, songs, and familiar text		
EL 1.3 Use an increasingly complex and varied spoken vocabulary		
EL 1.4 Ask and answer relevant questions and share experiences individually and in groups		
EL 1.5 Initiate and responds appropriately in conversation and discussions with adults and children		
EL 1.6 Use verbal and nonverbal language to communicate for a variety of purposes		
EL 1.7 Use a variety of sentence length and structures with increasing competence		
EL 1.8 Modulate voice, volume and intonation		

Standard: Communicate ideas, experiences and feeling for a variety of purposes (continued)

Indicator	Examples	Supportive Practices
	<p>The child will:</p> <ul style="list-style-type: none">• Express opinions and feelings• Provide and obtain information• Make up dialogue for role-plays• Initiate, respond to and maintain conversation with peers, teachers, and family members• Explain how something works• Use an “inside” or “outside voice”• Play games involving a moderation of volume• Use voice and tone to portray characters, actions, and events in stories	<p>The adult will:</p> <ul style="list-style-type: none">• Model appropriate inflection, volume and tone while reading to children• Use different voices for characters in stories being read aloud or told

COMPREHENSION



for Pre-Kindergarten

Children understand information and meaning from stories and texts when they are able to connect new information to prior experiences and knowledge. Adults facilitate children's comprehension skills and strategies when they help them construct meaning through these past connections and further expand their knowledge with questions and everyday application. Repetitive readings of the same book and activities that engage children's understanding of them support comprehension.

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Standard: Comprehends information from written and oral stories and texts

Indicator	Examples	Supportive Practices
C 1.1 Retell a simple story in sequence using illustrations in a book or literary props	<p>The child will:</p> <ul style="list-style-type: none"> • Retell familiar stories with flannel board props • State important facts from informational text • Identify and talk about characters in books and stories • Identify the setting, events, problem and solution of a story • Name major events of a story • Participate in puppet shows that dramatize a story recently read in the classroom • Compare new and familiar books & stories • Draw or paint pictures about a character or event from one of their favorite stories • Listen to a variety of literature genre (e.g., fairy tales, poetry, fiction and nonfiction) • Create their own books based on familiar stories • Participate in shared reading of repetitious or predictable text • Tell the topic of a selection read aloud (e.g., "What is this book about?") 	<p>The adult will:</p> <ul style="list-style-type: none"> • Share many types of literature with the child such as fairy tales, poetry, non-fiction, fiction • Read books that contain a simple plot, include imaginative accounts, surprise endings, and lots of repetition • Read books that extend understanding of the world around them • Provide opportunities for the child to respond to stories in a variety of ways (e.g., acting, talking, dancing, and drawing) • Make familiar books available on tape in the listening center • Make available puppets, dress-up and other props for acting out stories • Encourage children to read for meaning (e.g. Daily classroom news, morning message, instructions, labels and menus) • Encourage children to anticipate the storyline "What might happen next?" • Assist children in creating their own books in response to familiar stories read in class
C 1.2 Identify beginning, middle and end of a story		
C 1.3 Draw connections between story events, personal experiences and other books		
C 1.4 Recognize different tones of stories (e.g., happy, sad, excitement)		
C 1.5 Identify facts in a selection		
C 1.6 Differentiate between real and make-believe		
C 1.7 Make predictions from what is read, heard or seen in illustrations		
C 1.8 Use illustration clues to infer and predict what happens next in a story		

Standard: comprehension(continued)

Indicator	Examples	Supportive Practices
	<p>The child will:</p> <ul style="list-style-type: none">• Gain information from pictures, photos and charts• Connect information in books to experiences or other books• “Read” picture books by making up a story to go with pictures• Ask and answer questions about the story	<p>The adult will:</p> <ul style="list-style-type: none">• Use simple graphic organizers to aid comprehension of texts (e.g., sequence cards, Venn diagram, story map)• Provide opportunities to compare different books by the same author• Help children make connections between books, experiences and other books

LITERACY



for Pre-Kindergarten



Children's school success is linked to their development of emergent literacy skills, including reading and writing. Children need opportunities to see, hear and practice letters and their sounds. Teachers help children develop literacy skills when they provide a variety of printed materials that are accessible for daily use, model reading and the use of writing throughout the classroom day, and provide experiences for children that encourage them to explore sounds and words in print, to use books and texts as a means of learning and recreation throughout the day, and to practice writing as a means of communication.

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Standard: Develop an understanding of the sounds of language (phonological awareness)

Indicator	Examples	Supportive Practices
L 1.1 Recognize similarities and differences in environmental and speech sounds	<p>The child will:</p> <ul style="list-style-type: none"> Hear and distinguish one word from another Recognize that child's name begins with the same sound as another child's name Recognize rhyming using nursery rhymes Say or sing nursery rhymes such as Humpty Dumpty Recognize alliteration (Mother, Michael, mop) Segment words into syllables (Mo-- ther, pup-- py) Recognize when two or more words begin with the same sound (dog, David, down) Make a phrase or short sentence with words that begin with the same sound (mommy, my, moon) Use one-syllable words and separate the initial sound (onset) from the rest of the word (rime) (e.g., p- ill, m- ill) Make up nonsense words that rhyme Plays with repetitive sounds (e.g. snakes slither slowly) Attends to books that focus on specific sounds (e.g., Fox in Socks) 	<p>The adult will:</p> <ul style="list-style-type: none"> Provide opportunities for the child to experiment and play with the sounds words make through rhymes, nonsense words, poems, music Provide opportunities to clap out the syllables of names or words Stop before a rhyming word and encourage the child to fill in the rhyme when reading familiar rhymes and poems. Provide an environment which includes: rhythm instruments, children's music and movement tapes Read books that contain rich language (rhymes, repetition and nonsense words). Provide centers where children may listen to a variety of story and sound tapes. Support the child's early attempts to write as a means to focus on sounds Ask children to listen for a target sound (e.g. /t/). Have children put "thumbs up" if they hear the /t/ sound or thumbs down if they do not hear the /t/ sound Play rhyming word games like making up new verses to familiar songs or rhymes Use words from a story you have just read aloud. Ask children to listen to pairs of words and determine if they rhyme
L 1.2 Develop understanding of word awareness		
L 1.3 Progress from matching sounds and rhymes in familiar words, games, songs, finger plays, stories and poems		
L 1.4 Recognize that two or more words begin with the same sound. (alliteration)		
L 1.5 Segment and blends, words into syllables then phonemes		
L 1.6. Segment onset and rime		
L 1.7 Identify initial sounds in words		
L 1.8 Demonstrate understanding that speech sounds are represented in print by letter sounds		

Standard: Develop and expand awareness of concepts of print

Indicator	Examples	Supportive Practices
L 2.1 Demonstrate an understanding that symbols represent objects, events or people	<p>The child will:</p> <ul style="list-style-type: none"> • Recognizes own name or names of other children or familiar adults • Pretend to read by moving eyes and/or pointing with finger from left to right, top to bottom, front to back • Recognize familiar logos (e.g. McDonalds, Wal-mart, K-Mart) • Point to classroom labels and “read the word” • Ask “what does that say?” • Read functional print (“exit, stop, on, off”) • Select and name letters from names, book titles, and other classroom print • Identify end punctuation in big books, charts, recipes and signs • Write own name with capital and lower case letters • Identifies author, illustration and title of books • Participates in interactive reading and 	<p>The adult will:</p> <ul style="list-style-type: none"> • Provide purposeful and playful exposure to a variety of printed materials. (e.g., big books, signs, charts, lists, labels) • Use printed material for functional purposes (e.g., greeting cards, thank you cards, recipes, letters, notes, signs etc.) • Use children’s names and classroom labels to teach letter and word recognition • Model and explicitly demonstrate how print works (e.g. Left to right, top to bottom identify a word, spacing, and return sweep) • Provide opportunities for children to practice how print works (e.g., left to right, top to bottom identify a word, spacing, and return sweep) • Draw attention to the title author, illustrator and cover in a variety of printed material • Demonstrate conventions of print through daily classroom routines (e.g. Morning message, charts, letters, notes and signs)
L 2.2 Recognize environmental print including logos and signs		
L 2.3 Identify a few familiar words in print		
L 2.4 Demonstrate an understanding that illustrations and print convey meaning		
L 2.5 Preview cover and illustrations prior to a story being read		
L 2.6 Demonstrate understanding that text contains information		
L 2.7 Demonstrate awareness that print moves from top to bottom and from left to right		
L 2.8 Recognize a word as a unit of print, that letters are grouped to form words, that words form sentences, and that words are separated by spaces		

L 2.9 Recognize some conventions of print (e.g. capital letter, period, question mark, and exclamation point)	writing with adults	
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Standard: Develop book knowledge and appreciation

Indicator	Examples	Supportive Practices	
L 3.1 Demonstrate interest in books and stories read aloud.	<p>The child will:</p> <ul style="list-style-type: none"> • Choose a favorite book • Choose to look at books • Show a preference for certain topics and books • Draw pictures based on stories • Ask to take books home • Go to the library • Engage in pretend reading • Use puppets or flannel board to retell a story • View one page at a time in sequence • “Read” from the front to back • Hold a book right side up • Flip pages • Understand that a book has a title, author and illustrator • Share a book with another child or adult. • Tell about the story from the pictures on the cover or in the book • Use books to gain and share information 	<p>The adult will:</p> <ul style="list-style-type: none"> • Select books that extend the child’s understanding of the world around them • Make familiar books available for children to “read” again and again • Read to and with children daily • Read and re-read predictable text • Expose children to a variety of books by visiting a library, bookstore or joining a book club • Provide many types of reading material: stories, poetry, alphabet and counting books, wordless picture books, information books, magazines, charts, catalogs, and menus • Maintain a comfortable cozy place where the child can read alone, with an adult or with a friend • Provide a range of books that are easily accessible and organized by various methods (e.g. Theme, author, genre, interest) • Provide opportunities for children to respond to stories (e.g. Acting, talking, singing, dancing, creating a picture, writing) • Place appropriate books in each learning area (e.g. Cookbooks, bedtime story books in the house area, counting and shape books in the block area) 	
L 3.2 Show growing interest in reading related activities.			
L 3.3 Respond and make connections to story events and characters by relating personal experiences.			
L 3.4 Demonstrate an understanding that different forms of text have different purposes (e.g. books, signs, lists, charts, and menu).			
L 3.5 Develop book handing skills			

Standard: Develop increasing understanding of letter knowledge

Indicator	Examples	Supportive Practices	
L4.1 Show progress in associating the names of letters with their shapes and sounds	<p>The child will:</p> <ul style="list-style-type: none"> • Use letter or word stamps, computer or typewriter • Listen to and sing along with readings and recordings of ABC books • Copy or write letters • Identify letters in own name or names of classmates • Identify letters in environmental print and product labels (e.g. Exit, women, cheerios, legos) • Play games using letters (lotto and other matching games) • Participate in purposeful and playful exposures to the alphabet (e.g., magnetic letters, letter puzzles, drawing letters in sand, jello, finger paint etc.) • Make alphabet books • Form letter-shapes through movement • Use known letters or approximation of letters to represent written language • Identify letters in personally significant words (e.g., “c” for “cookie”) 	<p>The adult will:</p> <ul style="list-style-type: none"> • Provide opportunities to trace and create letters with paint, yarn, pipe cleaners, play dough, sand, pudding, shaving cream, markers, crayons and pencils • Provide access to a variety of alphabet manipulatives (magnetic letters, alphabet tiles, blocks, rubber stamps, puzzles, typewriter, and computer) • Provide varied forms of printed materials and props in centers (e.g., calendars, menus, labels, photographs with captions, envelopes with printed words) • Provide repeated exposure to a variety of alphabet picture books (fiction, nonfiction) • Use songs, finger plays, rhymes, chants and jingles to teach letters. • Use children’s names to provide exposure to letter names • Help children recognize letters in familiar names and sounds • Display alphabet charts and lines at children’s eye level • Introduce letters to children through writing words that normally occur and recur in classroom discussions (e.g., names, letters, topics of interest) 	
L 4.2 Identify at least 10 letters of the alphabet, especially those in their own name			
L 4.3 Increase ability to notice the beginning letters in familiar words			

Standard: Use different forms of writing such as drawing, letter-like forms, invented spelling and conventional forms

Indicator	Examples	Supportive Practices
L 5.1 Use scribbles to communicate in writing	<p>The child will:</p> <ul style="list-style-type: none"> • Use pictures and drawings to represent ideas • Print letters using letter-like forms or conventional print • Use of spacing and punctuation marks or similar approximations. To using letters to write first name and other meaningful words • Experiment with a variety of writing tools and surfaces (e.g. Pens, markers, pencils, crayons, paints, chalk, computer, and typewriter) • Produces common signs and logos • Labels own drawings • Make lists, graphs, charts, and menus 	<p>The adult will:</p> <ul style="list-style-type: none"> • Incorporate activities and materials daily to foster the development of fine motor skills (e.g., finger plays, play dough, lacing cards, peg boards, stringing beads) • Provide a variety of writing tools and paper • Create a well-equipped area for writing • Demonstrate basic writing conventions (e.g. Holding the writing tool, writing left to right and top to bottom) • Invite children to make signs for centers in the room • Transcribe the child’s words and take the opportunity to demonstrate ordinary conventions • Provide daily opportunities for children to write at their developmental level • Write daily for specific purposes (e.g. Letters, messages, notes cards) and discusses the purposes with the child • Prepare shopping lists for planned cooking activities • Write, display and point out the child’s name often • Provide letters for children to see, feel, copy • Bring colored chalk and other writing materials outside
L 5.2 Use recognizable drawings to express thoughts, feelings and ideas		
L 5.3 Use letter-like forms, letters or random letter strings to express thoughts, feelings and ideas		
L 5.4 Write own name and other meaningful words		
L 5.5 Explore letter sound associations while writing		

Standard: Understand that writing is a way of communicating for a variety of purposes

Indicator	Examples	Supportive Practices
L 6.1 Represent stories and experiences through pictures, scribbles, letter-like forms, dictation and play	<p>The child will:</p> <ul style="list-style-type: none"> • Uses letter like shapes, symbols, letters and words to convey meaning • Models behavior of writers • Generate ideas for a story or shared writing • Dictate ideas, thoughts and feelings to an adult • Write to communicate with others through notes, birthday cards and letters • Pretend to write (e.g., a prescription, grocery lists appointments, orders, phone numbers, and messages) • Ask the teacher “How do I write.....?” • Read his/her own writing • Writes in a variety of settings 	<p>The adult will:</p> <ul style="list-style-type: none"> • Help children to perceive themselves as writers • Help children understand that writing is a way of communicating • Model the writing process through adult lead language experiences (shared writing and interactive writing) • Ask the child to read their own writing and write the message in conventional writing • Display examples of writing • Provide a variety of writing utensils and props to encourage writing in different centers (e.g., journals, sign in sheets, counter checks, grocery store advertisement, materials to make books, cards, write messages, blank books to record observations in science corner) • Incorporate writing into daily classroom routines
L 6.2 Understand that writing serves a variety of purposes		
L 6.3 Approximate writing to communicate effectively for different audiences and purposes		

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LOGICAL MATHEMATICS



for Pre-Kindergarten



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Mathematical learning in the preschool years relies on children's opportunities to describe and explore the relationships of objects and materials. Mathematics is embedded in children's active, hands-on play with real objects where children use their senses to build concept knowledge such as problem solving, comparison, time, space and number. Teachers facilitate mathematical learning when they use naturally occurring activities and events to encourage children's critical thinking skills through open-ended questioning, helping them to see the connection between living and learning.

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Standard: Learn about numbers, numerical representation, and simple numerical operations

Indicator	Examples	Supportive Practices
LM 1.1 Use counting and numbers as part of play and as a means for determining quantity	<p>The child will:</p> <ul style="list-style-type: none"> • Use fingers to represent numbers when counting • Count blocks in a structure made in the block area • Match play food one for one to plates in dramatic play • Represent quantity using invented forms (e.g. marks to represent number of objects) • Use concrete objects to represent quantities up to and including 5 • Use concrete objects to demonstrate one to one correspondence up to and including 5 • Identify the numbers 0-5 • Count to 20 (rote counting) • Use concrete objects to build vocabulary of more and less • Represent equivalent forms of the same number using concrete objects and drawings up to and including 5 • Group objects into equal groups • Identify some coins (e.g. penny, nickel, dime) 	<p>The adult will:</p> <ul style="list-style-type: none"> • Teach children counting songs, rhymes, and chants, “1,2,3,4,5, I caught a fish alive.” • Provide books about numbers and counting in the library center • Provide manipulatives, such as counting bears, magnetic numbers, lacing numbers • Model strategies to help children keep track of what they are counting • Provide daily opportunities for the child to count and recount objects, the children present, cups needed for snack, etc. • Use number words and numerals, including zero, in everyday situations • Play number recognition games (e.g. Bingo, lotto and memory games) • Provide experience with numbers through daily routines such as attendance, calendar and weather activities • Use materials and model math language to add/subtract objects (pizza onto plates, pegs into pegboard, snack choices) • Ask children to pass out utensils, napkins, cups at snack time to reinforce one to one correspondence • Encourage children to compare relationships between quantities, “Do we have more girls or more boys in our class?”
LM 1.2 Count up to ten objects in meaningful context with emerging one-to-one correspondence		
LM 1.3 Understand number concepts, vocabulary, quantities and written numerals in meaningful ways		
LM 1.4 Begin to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to		
LM 1.5 Develop increased abilities to combine, separate and name “how many” concrete objects		
LM 1.6 Use ordinal number words to describe the position of objects (first, second, third)		
LM 1.7 Begin to solve problems using numbers		

Standard: Understand patterns, relations and functions

Indicator	Examples	Supportive Practices
LM 2.1 Recognize how things are alike (comparisons) and identify objects that belong together (classification)	<p>The child will:</p> <ul style="list-style-type: none"> Sort manipulatives and other objects by attributes (color, shape, size, function, etc.) Identify different attributes of objects (e.g. smaller, larger size, shape) Return materials to shelves by matching objects with labels Notice patterns in the environment, predict what comes next, e.g. red-blue, red-blue- — Anticipate the pattern in a repetitive book, poem or song (e.g. “Brown Bear, Brown Bear”) Reproduce patterns using concrete objects Recognize same and different in a group of familiar objects Collect objects on walks then sort by attribute Clap out rhythmic patterns, such as clap-clap-snap, clap-clap-snap Create musical patterns Create patterns with manipulatives such as blocks Create patterns with art materials 	<p>The adult will:</p> <ul style="list-style-type: none"> Help children recognize and describe attributes Provide many types of materials for sorting and classifying (shells, cereal, pebbles, buttons etc.) Help children describe like & different items Provide children with opportunities to sort, categorize, classify, and order items in their environment Draw children’s attention to various patterns in the environment, “I see a pattern on your shirt - blue stripe, red stripe.” Describe the patterns children have created in their artwork and play, “I see you made a pattern with the blocks: long block, short block, long block, short block.” Demonstrate simple patterns using children, objects, and flannel boards Have children recreate patterns using lacing beads, geoboards, and other manipulatives Provide opportunities for children to create their own patterns for others to follow and extend Help the child recognize and describe sequences in nature, daily routines and in stories
LM 2.2 Sort, categorize, classify and order objects by one attribute		
LM 2.3 Sort, categorize, classify and order objects by more than one attribute		
LM 2.4 Order objects by properties (e.g. from small to large, lightest to darkest)		
LM 2.5 Explain why and how objects are organized		
LM 2.6 Recognize, describe and extend patterns		

Standard: Develop concepts of space and shape

Indicator	Examples	Supportive Practices	
LM 3.1 Recognize, name, describe, build, draw, and compare two and three dimensional shapes	<p>The child will:</p> <ul style="list-style-type: none"> Recognize two-dimensional shapes (circle, square, triangle and rectangle) Build with geometric shaped concrete objects in play Make shapes using concrete objects Recognize common geometric shapes in real life Follow directions that use positional words (e.g. In, on, under, over, next to, between, beside, above, below, front, back) Use positional words in play (e.g. "My truck is under the table.") Create symmetrical figures using Lego's, pattern blocks, etc. Use geoboards to create shapes with rubber bands 	<p>The adult will:</p> <ul style="list-style-type: none"> Talk about geometric shapes in the environment and in children's play Take children on a shape walk looking for geometric shapes in the environment Describe spatial relationships you observe as children play, "You're putting the baby in the cradle." Use shapes for classroom materials (name tags, job charts, calendars) Provide books about geometric shapes Provide shape templates, puzzles, attribute blocks, parquetry and pattern blocks in centers Provide experiences in making shapes with play dough, geoboards, popsicle sticks, pattern blocks Use music and movement experiences to explore different positions in space Provide empty boxes, tubes, and containers for children to use in creating and constructing 	
LM 3.2 Put together and take apart increasingly more difficult shapes			
LM 3.3 Determine whether or not two shapes are the same size and shape			
LM 3.4 Recognize geometric shapes in books, artwork, and the environment			
LM 3.5 Understand directionality, order, and positions of objects, using words such as up, down, over, under, top, bottom, inside, outside, in front of, behind			
LM 3.6 Show an awareness of symmetry			

Standard: Develop and use measurement concepts

Indicator	Examples	Supportive Practices
LM 4.1 Demonstrate awareness of measurement attributes (length, volume, weight, area, time and temperature)	<p>The child will:</p> <ul style="list-style-type: none"> • Select non-standard items to measure objects (e.g. hands, shoe lengths, yarn, and blocks) 	<p>The adult will:</p> <ul style="list-style-type: none"> • Show children how to measure with nonstandard items, “The shelf is 6 blocks long.”
LM 4.2 Develop an awareness of seriation. Compare attributes such as length (shorter – taller), size (bigger – smaller), weight (heavier – lighter), in everyday situations	<ul style="list-style-type: none"> • Identify clocks for telling time, thermometers for telling the temperature • Use standard measuring items to explore measurement (ruler, yardstick, measuring tape, height charts) 	<ul style="list-style-type: none"> • Use open-ended questions, “I wonder how many cups of sand this bowl will hold?” • Provide measuring tools such as clocks, rulers, scales, thermometers, timers, and measuring cups for children to explore and use in their play
LM 4.3 Use standard and non-standard measures in everyday situations	<ul style="list-style-type: none"> • Describe the daily routine • Anticipate what happens next in the daily schedule • Relate sequence of events from classroom or home experiences • Use measuring cups and spoons during cooking activities • Label times of day as morning and night time 	<ul style="list-style-type: none"> • Provide weighing and balancing activities using scales • Provide experiences with play money, price tags, cash registers and clocks in dramatic play areas • Provide cooking experiences • Provide recipes, recipe books and measuring cups and spoons in the kitchen area • Use a weekly calendar, indicating special days, birthdays and use terms such as yesterday, today or tomorrow

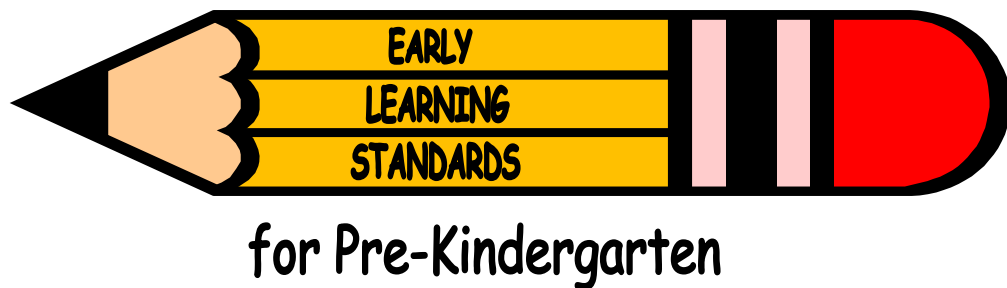
Standard: Represent and interpret data

Indicator	Examples	Supportive Practices
LM 5.1 Gather information about themselves and their surroundings	<p>The child will:</p> <ul style="list-style-type: none"> • Make tally marks under “yes” and “no” on a clipboard while doing a survey of what the group prefers for snack – juice or milk • Draw a picture of each object that floats and each object that sinks after testing them at the water table • Organize and display objects on a graph, i.e. number of people who have sisters, kinds of vehicles in the parking lot) • Discuss data from everyday events and predict what will happen next (i.e. changes in weather) • Make predictions based on questions posed by adults • Look at the organization of data on a graph they helped to create and discuss what they observe (There were more cars than trucks. Jamie has the biggest family.) • Participate in discussion using information from child created graphs and charts 	<p>The adult will:</p> <ul style="list-style-type: none"> • Pose a question of the day and graph the answers • Create graphs of the collections founds in the classroom • Provide graphing experiences such as recording the weather • Use graphing as an extension of themes in science and literature • Ask children to explain their thinking • Provide experiences with different types of graphs (real objects, pictographs, photographs, vertical and horizontal bar graphs)
LM 5.2 Contribute data for simple graphs		
LM 5.3 Organize and display data on graphs using objects and picture		
LM 5.4 “Read” and interpret displays of data using words to compare (e.g. quantity, size, speed, and weight)		

Standard: Reason, predict and problem solve

Indicator	Examples	Supportive Practices
LM 6.1 Make predictions based on observations and information	<p>The child will:</p> <ul style="list-style-type: none"> • Ask questions to clarify problems (“Will the new cage be big enough for the hamster?”) • Solve problems by guessing and checking, using concrete objects (figures out how many napkins are needed for snack) • Estimates whether there are enough blocks to build a road • Makes observation and asks “why?” • Solves problems through trial and error • Finds more than one solution to a problem, task or question 	<p>The adult will:</p> <ul style="list-style-type: none"> • Use open-ended questions to encourage problem solving • Describe problem-solving strategies employed by the children • Draw attention to problem solving situations within the classroom environment • Provide planned opportunities for children to predict in naturally occurring activities
LM 6.2 Use simple strategies to problem solve		
LM 6.3 Tell others how to solve a problem		
LM 6.4 Understand that there is more than one way to solve a problem		
LM 6.5 Develop the ability to compare/contrast solution strategies		
LM 6.6 Use the language of mathematics to express mathematical ideas		

PERSONAL-SOCIAL



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All children need early childhood programs that nurture emotional security, positive self concept and respect for others. Children's social and emotional development is strengthened when they have classroom experiences that promote a sense of identity and belonging within an accepting and responsive environment. Teachers support children's self identity and social competence by modeling respect for the children, using positive guidance techniques that support the development of self control and interpersonal problem solving, and by encouraging positive approaches to learning.

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Standard: Develop self concept

Indicator	Examples	Supportive Practices
PS 1.1 Is aware of self and one's own preferences	<p>The child will:</p> <ul style="list-style-type: none"> • Refer to self as "I" • Choose activities, select materials, and carry out tasks • Participate in self care activities (putting on clothes, pouring milk, zipping jacket) • Move away from adult to play alone; checking back as needed • Separate easily from parents when in familiar setting • Ask adult to look at what he/she had created (painting, block structure, etc.) 	<p>The adult will:</p> <ul style="list-style-type: none"> • Provide caring, nurturing, and accepting environment for children • Create an emotional bond with children • Refer to the child by name • Display child's art work at child eye level • Write child's name on all pictures • Give the child opportunities for autonomy and self-direction • Design a curriculum that is child-directed • Provide opportunities for one on one conversations between children and adults • Be supportive when children want to try something new • Provide encouragement and praise efforts • Create an environment that encourages independence (toys on shelves that are labeled; coat hooks within children's reach; books available at child height)
PS 1.2 Show independence in a wide range of activities		
PS 1.3 Know and state independent thoughts and feelings		
PS 1.4 Attempt new experiences with confidence and independence		
PS 1.5 Show pride in accomplishments		

Standard: Develop self-regulation

Indicator	Examples	Supportive Practices
PS 2.1 Recognize and label feelings	<p>The child will:</p> <ul style="list-style-type: none"> Name a range of feelings (happy, sad, angry, surprised) Recognize facial expressions that reflect those feelings Begin to recognize when they experience these feelings Begin to tell others how he/she feels Separate feelings from actions Stop from doing things (with adult support) Keep behavior within bounds most of the time Complete activities that she/he has started Move from one activity to another with adult support Respond to adult requests or enters into conversation about the request Express feelings through play and artistic representation 	<p>The adult will:</p> <ul style="list-style-type: none"> Use non-verbal and verbal interactions that are congruent with feelings Model genuine, appropriate emotional responses Encourage open expression of feelings Respond to child’s non-verbal and verbal cues Use logical consequences and guidance practices that support self-control (“As soon as you clean up, you can go outside” rather than “You didn’t clean up so you can’t go outside.”) Provide activities that support self control (stop-start games; block play) Refrain from pulling children away from their tasks to do what the adult wants (e.g., wait until the play is finished before calling them for tooth brushing) Give advanced notice so that children can bring their play to an end Give clear directions with expectation that child will comply
PS 2.2 Express feelings, needs, opinions, and wants that are appropriate to the situation		
PS 2.3 Understand consequences of own behavior		
PS 2.4 Follow rules and routines in classroom and other settings		
PS 2.5 Use materials with purpose, safety, and respect		
PS 2.6 Pay attention as required by the task		
PS 2.7 Make transitions between activities		
PS 2.8 Follow adult directions		
PS 2.9 Wait before acting in required situations		

Standard: Develop social interactions

Indicator	Examples	Supportive Practices
PS 3.1 Trust familiar adults and close peers	The child will:	The adult will:
PS 3.2 Enter into and initiates play with peers	<ul style="list-style-type: none"> • Separate from parents when in familiar settings • Ask for help when needed 	<ul style="list-style-type: none"> • Create warm adult-child relationships • Use eye contact and body proximity to give children support when needed
PS 3.3 Enjoy playing with a specific other child in a variety of activities	<ul style="list-style-type: none"> • Seek out companionship from another child • Begin to be able to share materials with other children 	<ul style="list-style-type: none"> • Provide consistency and predictability in daily routines, environment, & staff • Engage in joint activities with children
PS 3.4 Respond with empathy to children are upset and in need	<ul style="list-style-type: none"> • Refrain from grabbing toys without asking • Begin to negotiate conflicts that arise 	<ul style="list-style-type: none"> • Assign a primary adult for each child when there are multiple adults in the classroom
PS 3.5 Seek help from peers and adults when needed	<ul style="list-style-type: none"> • Re-establish a relationship with others after a conflict 	<ul style="list-style-type: none"> • Arrange the environment so that children can work together on activities
PS 3.6 Respect the feelings, rights, and belongings of others	<ul style="list-style-type: none"> • Use multiple strategies for getting what he/she needs 	<ul style="list-style-type: none"> • Be available to help children resolve conflicts rather than removing the child or the toy
PS 3.7 Cooperate in small and large group activities	<ul style="list-style-type: none"> • Role-play with other children for at least 10 minutes • Take turns and wait for a turn 	<ul style="list-style-type: none"> • Provide duplicate materials (trucks, telephones) so children can play together
PS 3.8 Play cooperatively with 2-3 peers for a sustained time	<ul style="list-style-type: none"> • Be attuned to the wants and needs of others 	<ul style="list-style-type: none"> • Set aside large blocks of uninterrupted time for child-directed play
PS 3.9 Take turns in games and tasks		
PS 3.10 Share materials when appropriate		
PS 3.11 Resolve conflicts with peers with increasing skill		

Standard: Standard: Develop self –care and self reliance

Indicator	Examples	Supportive Practices
PS 4.1 Choose materials and activities independently	<p>The child will:</p> <ul style="list-style-type: none"> • Select from activities in the classroom • Return materials to the shelves when finished • Brush his/her own teeth • Put on a jacket • Tell adults when he/she has to go to the bathroom • Stay within safe boundaries • Check in with adults when s/he thinks something is not safe 	<p>The adult will:</p> <ul style="list-style-type: none"> • Organize the materials so children can access them and return them • Give support and nurturance when needed but ask children to help with dressing, pouring, grooming, etc • Provide a safe environment that encourages exploration
PS 4.2 Put away materials on own		
PS 4.3 Show increasing self-reliance in self-care activities. (e.g., toileting, grooming, dressing, eating)		
PS 4.4 Recognize situations that are unsafe and behaves accordingly		

PHYSICAL-HEALTH



for Pre-Kindergarten

<u>Standard</u>		<u>Page</u>
PH 1.1 - PH 1.6	Gross Motor	65
PH 2.1 - PH 2.4	Fine Motor	66
PH 3.1 - PH 3.	Healthy and Safe Practices	67

Children's future health and well being are directly related to the development and strengthening of their gross and fine motor muscles. Young children must be given opportunities to experience active indoor and outdoor play during which they can use their bodies to explore the environment while they acquire muscle control, balance and coordination. Fine motor practice helps children develop eye-hand coordination, strength and control and skilled use of writing implements. Health and safety activities must be integrated throughout the day as teachers model healthy and safe practices and promote healthy lifestyles for children.

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Standard: Develop gross motor coordination

Indicator	Examples	Supportive Practices
PH 1.1 Demonstrate control of large body movements	<p>The child will:</p> <ul style="list-style-type: none"> • Engage in large motor activities such as marching, hopping, running, jumping, and dancing • Climb stairs using alternating feet • Pull wagons or push wheelbarrows • Ride a tricycle, using feet to pedal • Use outdoor gross motor equipment such as swings, climbers and tunnels safely and appropriately • Bounce, kick, throw, catch and roll a ball • Use a large box or plank to move about or construct • Play simple group games like “Simon Says” • Participate in an obstacle course where s/he goes through tunnels, over or under equipment, etc • Join in movement games such as Hokey Pokey, Head Shoulders, Knees and Toes, etc • Perform motions to songs like Wiggle Fingers, Wiggle Toes or the Freeze • Use props such as scarves or hoops to dance to music 	<p>The adult will:</p> <ul style="list-style-type: none"> • Provide space and opportunities for children to walk, run and climb every day • Encourage both boys and girls to participate in active play • Include toys and equipment that encourages active play, such as three and four wheeled steerable vehicles, balls, climbers and slides, ramps, balance beams • Provide opportunities for children to engage in gross motor activities indoors, such as dancing and moving to music • Model participation in gross motor activities by joining children in ball play or dancing • Include activities such as bean bag toss, ring toss and Velcro mitts in the classroom • Introduce motor games and songs such as Skip to My Lou or Simon Says • Include large motor activities during transitional times, such as “hop to the table” or “jump five times while you wait to wash hands”
PH 1.2 Exhibit developing balance, strength and stamina		
PH 1.3 Demonstrate spatial awareness		
PH 1.4 Demonstrate coordination of body movements		
PH 1.5 Combine large motor movements with the use of equipment		
PH 1.6 Combine a sequence of large motor skills		
PH 1.7 Perform a variety of movement skills alongside and with a partner		
PH 1.8 Engage in physical activity		

Standard: Develop fine motor control

Indicator	Examples	Supportive Practices		
PH 2.1 Demonstrate control, strength and dexterity to manipulate objects	<p>The child will:</p> <ul style="list-style-type: none"> • Manipulate dough and clay by squeezing, pounding, rolling, etc • Use tongs or tweezers to pick up objects • Tear paper with skill • Use a wet sponge to wipe the table, squeezing out excess water • Act out finger plays and songs, using hands and fingers • Use scissors to snip • Hold pencils, crayons and markers in a functional grasp • String beads or noodles onto a yarn or string and/or laces • Manipulate pegs into a pegboard • Build with small blocks such as legos, tinker toys or bristle blocks • Complete simple puzzles • Complete self help skills such as zipping, snapping, buttoning • Pour water or sand • Pour milk from a lipped pitcher 	<p>The adult will:</p> <ul style="list-style-type: none"> • Provide sensory experiences such as water and sand play where children can pour, fill and empty • Include a variety of sand and water toys such as turkey basters, pitchers, measuring cups and spoons, egg beaters, buckets and pails • Provide a variety of art and writing materials and experiences that offer manipulative experiences, such as finger painting, play dough, paint with brushes, large crayons, markers, pencils and paper, collage materials and safety scissors • Establish a manipulative learning area where children can engage in play that includes stringing beads, magnetic boards, duplo or legos, small blocks, puzzles of varying difficulty • Include finger plays and songs with hand motions as a regular part of circle time • Support children's attempts to fasten clothing, including zippers, buttons, and snaps • Provide opportunities for children to actively participate in food preparation, such as spreading butter or jelly on bread, and pouring milk, juice or water 		
PH 2.2 Demonstrate spatial awareness				
PH 2.3 Demonstrate eye-hand coordination				
PH 2.4 Demonstrate increasing control with writing and drawing implements				

Standard: Engage in healthy and safe practices

Indicator	Examples	Supportive Practices
PH 3.1 Demonstrate positive body image	<p>The child will:</p> <ul style="list-style-type: none"> • Seek adult assistance when injured or feeling ill • Identify basic feelings such as sad, happy or mad • Identify potential hazards at home, school and community • Cover nose and/or mouth when coughing or sneezing, use tissue to wipe nose, hand-wash after toileting or nose-wipes • Demonstrate tooth-brushing and hand-washing skills • Use the toilet independently • Explain the role of doctors, nurses and dentists in our lives • Explain the roles of fire fighters, police, ambulance drivers, etc • Engage in doctor/nurse play in the dramatic play area • Identify healthy and non-healthy foods • Try new foods • Recognize similarities and differences in food types, such as apples, strawberries and peaches are fruits 	<p>The adult will:</p> <ul style="list-style-type: none"> • Routinely check the environment to ensure that healthy and safe practices are followed • Include time in the daily schedule for completion of routines as a way of building self help skills • Plan for and include children in transitions • Survey the classroom to make sure the space is child-friendly • Label children’s feelings during conversation • Model, demonstrate and assist children with self-help skills such as washing hands, toileting and putting away toys • Label shelves and toy baskets so children can independently clean up • Display dressing forms or dolls that allow children to practice buttons, snaps and zips • Review safety rules before taking walks, playing on the playground or transitioning inside • Model healthy eating habits, including sitting at the table during meals • Serve a variety of nutritional foods and talk about their value
PH 3.2 Demonstrate good hygiene		
PH 3.3 Demonstrate basic disease prevention skills		
PH 3.4 Demonstrate an awareness of healthy lifestyle practice		
PH 3.5 Understand the roles of health care and safety providers		
PH 3.6 Demonstrate increasing responsibility for self help tasks		
PH 3.7 Identify and avoid risk taking practices		
PH 3.8 Recognize and follow basic safety rules		
PH 3.9 Exhibit knowledge about foods and nutrition		
PH 3.10 Demonstrate awareness of good nutritional practices		

Standard: Engage in healthy and safe practices (continued)

Indicator	Examples	Supportive Practices
	<p>The child will:</p> <ul style="list-style-type: none"> • Identify basic body parts • Return toys to appropriate locations after play • Put on coat, hat, mittens and shoes • Identify unsafe practices such as playing with matches, crossing streets without looking, or talking to strangers 	<p>The adult will:</p> <ul style="list-style-type: none"> • Provide cooking and food experiences such as making applesauce, spreading butter or cream cheese on bread, washing fruit, or baking bread • Arrange a field trip to the grocery store • Include ethnic foods in the menu, such as bagels, tortillas, lasagna, black-eyed peas or chili • Include discussions about health care workers and arrange for field trips and visitors to demonstrate their jobs • Talk with children about harmful objects and substances

PROGRAM PARTNERSHIPS



<u>Standard</u>		<u>Page</u>
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Early care and education programs must work together with parents to assure children's school success. The partnership that is developed helps to create a seamless experience between home and school that allows children to learn in a comfortable, consistent environment. The link is established when parents and teachers share information about the child, the family, and the home and school culture and jointly develop programming that respects all aspects of individual children's experiences.

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Standard: Quality ECE Programs must work closely with parents to advance their child’s development and learning in the program and at home, as well as help parents gain confidence and competence as their child’s primary teacher. Programs must have written procedures that are consistently implemented to assure that the objectives are met.

Indicators	Examples	Supportive Practices
<p>PP 1.1 Programs must provide parents with opportunities to share information about their child including their child’s stage of development, interests and skill levels.</p>	<p>Parents will:</p> <ul style="list-style-type: none"> • Provide program staff with information about their child’s interests (eg, He is fascinated by trucks) skill level (he can count to 10) and development (this week he “read” The Snowy Day to me) in order to plan experiences in the program and at home that will advance their child’s learning and development • Discuss screening processes with program staff, ask questions about their purpose, provide written permission for their child’s participation, and prepare their child for developmental and health screening procedures in order to reduce their child’s fears and anxiety • Review the information gathered during the screening process, consider their own observations of their child’s interests and development, and together with the child’s teacher will plan individualized goals for their child in the framework of the program’s curriculum. They will plan and implement experiences at home that will support the child’s advancement toward the goals. They will observe and discuss their child’s progress with the child’s teacher on a regular basis. 	<p>Program staff will:</p> <ul style="list-style-type: none"> • Regularly seek information from parents about their child’s development, interests and skill levels through face-to-face contact and written communication. This process will begin when the family first contacts the program about enrollment, and will continue throughout the child’s experience in the program • Discuss all screening procedures and their purpose with parents prior to conducting the screenings, answer parents’ questions, obtain written permission to conduct the screening procedures, and assist parents to prepare children appropriately in order to reduce fear and anxiety • Review the information gathered during the screening process with each child’s parents, consider the parents’ observations of their child’s interests, skills and development, discuss the program’s curriculum framework with the parents, and together with the child’s parents set individualized goals for the child.
<p>PP 1.2 Programs must work collaboratively with parents to prepare their child for the age appropriate screening process.</p>		
<p>PP 1.3 Programs must conduct, within 45 calendar days of the child’s entry, an age appropriate screening to identify strengths and concerns. The screening must be sensitive to the child’s cultural background and delivered in the language spoken by the child.</p>		
<p>PP 1.4 Programs must use the information gathered from the screening process, and in collaboration with parents, set goals for the child and determine how best to provide appropriate programming.</p>		

Standard: Quality ECE Programs must work closely with parents to advance their child’s development and learning in the program and at home, as well as help parents gain confidence and competence as their child’s primary teacher. Programs must have written procedures that are consistently implemented to assure that the objectives are met. (continued)

Indicators	Examples	Supportive Practices
<p>PP 1.5 Programs must provide parents with opportunities to enhance their parenting skills, their knowledge and understanding of the developmental needs and activities of their children, their child observation skills, and their ability to provide nurturing/supportive environments and relationships.</p>		<p>Program staff will:</p> <ul style="list-style-type: none"> • Plan individualized classroom experiences based on the child’s interests and skills that will support the child’s advancement toward the agreed upon goals for that child. They will regularly seek the parents’ observations on their child’s progress • Provide written information and group training opportunities pertaining to child development and parenting skills

Standard: Quality ECE programs must connect parents to necessary and appropriate community services that may help the child and/or the family. Programs must have written procedures that are consistently implemented to assure that the objectives are met.

Indicators	Examples	Supportive Practices
PP 2.1 Programs must have current information about community resources and services available to young children and their families.	Parents will: <ul style="list-style-type: none"> • Discuss with staff their own observations, staff observations and information gathered through screening procedures to identify any need to refer their child for further services • Participate in IEP meetings or other meetings to plan for additional services for their child • Seek information on community services and resources as appropriate to their own educational, cultural or family needs • Evaluate the effectiveness of the services received 	Program staff will: <ul style="list-style-type: none"> • Maintain an up-to-date resource directory of community services and resources available to young children and their families. (see PP2.4 for types of resources) • Maintain interagency agreements or policies and procedures for referral of children to early intervention, mental health, physical health and child protective services • Recognize and respond to signs and symptoms of need for crisis intervention or family support • Utilize culturally sensitive techniques of referring families to appropriate resources in the community • Follow up with families to determine if referral sources met the family/child's needs, and to discuss next steps
PP 2.2 Programs must provide parents with information on medical, dental, nutrition, and mental health education programs in the community.		
PP 2.3 Programs must identify, through family and staff observation and dialogue, the family/child's need for and interest in additional services.		
PP 2.4 Program personnel must connect families with resources and services appropriate to their needs and interests, including Early Intervention, Mental Health Services, Physical Health Services (including medical, dental, vision and hearing), Social Services, Adult Education Services (including family literacy), and Cultural Resources (such as libraries, museums and parks).		
PP 2.5 Program personnel must support families in evaluating the effectiveness of the services received, and in identifying next steps.		

Standard: Quality ECE programs must work with parents to identify strengths and needs of their child to facilitate successful transition for the child from one setting to another. Programs must have written procedures that are consistently implemented to assure that the objectives are met.

Indicators	Examples	Supportive Practices
PP 3.1 Programs must offer parents an individual meeting, in addition to the regular parent conference, to provide written information about their child's strengths and needs related to transitioning to another classroom or educational setting.	Parents will: <ul style="list-style-type: none"> • Discuss their child's strengths, needs and progress with program staff in preparation for the child's transition to another educational setting • Provide written consent for the transfer of records to their child's next educational setting • Plan with program staff strategies to assist their child prepare for the new setting, such as: <ul style="list-style-type: none"> • A visit to the new classroom prior to enrollment • A series of conversations with the child on "what do you think ____ (the teacher, the building, the playground, etc) will be like?" • Suggested books to read together with the child about new schools, new friends, etc. 	Program staff will: <ul style="list-style-type: none"> • Help parents plan for their child's transition by: <ul style="list-style-type: none"> • Providing them with information about the new educational setting • Suggesting strategies for introducing themselves and their child to the new setting • Suggesting strategies to assist the child to prepare for the new setting • Discuss records to be transferred to the new educational setting, and obtain written consent to share
PP 3.2 Programs must assist parents as they prepare their children for the new educational setting.		
PP 3.3 Programs must work collaboratively with the receiving program to enhance continuity of experiences for the child.		
PP 3.4 Programs must work collaboratively with the receiving program to determine content and format of transition information to be documented.		
PP 3.5 Programs must transfer relevant child records, with consent of the parents, to the receiving school or program.		

Standard: Quality ECE programs must work with parents to participate in governance of the program, being informed of early childhood education services and establishing effective services for children in the community. Programs must have written procedures that are consistently implemented to assure that the objectives are met.

Indicators	Examples	Supportive Practices
PP 4.1 Provide parents with opportunities to have input on program policies and procedures at least annually.	Parents will: <ul style="list-style-type: none"> • Communicate concerns or complaints through means that assure anonymity and freedom from reprisal • Participate in active governance or advisory committee structure that results in implementation of program improvement strategies 	Program staff will: <ul style="list-style-type: none"> • Actively seek parent feedback on the quality of services they and their child receive through multiple means, such as <ul style="list-style-type: none"> • Periodic surveys • Advisory committee participation • Annual program self assessment participation • “How are we doing?” questionnaires Staff will use the results of the feedback in planning continuous quality improvement goals. <ul style="list-style-type: none"> • Provide parents with a clear process for expressing concerns about the program. • Provide opportunities for parents to volunteer in multiple capacities to assist program operations
PP 4.2 Provide parents with opportunities to participate in annual assessment of program progress.		
PP 4.3 Provide information about the program philosophy, curriculum, operating procedures, volunteer and governance opportunities.		
PP 4.4 Provide information about quality improvement initiatives (such as Keystone Stars).		
PP 4.5 Provide information about proposed or final regulatory or policy changes affecting the program for their child through newsletters, newspaper articles, bulletin boards, etc.		
PP 4.6 Provide a means of expressing early concerns and/or resolving concerns about differences between program implementation and parent.		

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SCIENCE



for Pre-Kindergarten



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Young children are naturally curious explorers who are eager to discover information about the world around them. Children learn scientific concepts through opportunities to actively explore, observe and investigate materials and ideas, using their senses. These experiences provide the foundation for abstract and scientific thought. Programs support scientific learning by asking questions, conducting experiments, and helping children gather data and make conclusions. Science concepts are encompassed throughout the key areas of early learning; for example, children use pretend play to explore and manipulate materials, creative arts to discover a variety of ways to express their ideas, and literacy and language arts to research answers to questions.

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Standard: Demonstrate understanding of the process of scientific inquiry

Indicator	Examples	Supportive Practices
SC 1.1 Show curiosity by asking questions and seeking information	<p>The child will:</p> <ul style="list-style-type: none"> • Investigate new materials and displays • Ask questions during group or individual times about their observations • Collect objects during a walk, noticing similarities and differences • Use senses to observe, explore and gather information (“This feels soft”, “The flower smells pretty”) • Respond to “what if” questions • Use tools such as magnifying glass, color paddles, scale, magnets, tape measures and microscope to explore materials • Predict what might happen next, such as color made after mixing two colors together • Make comparisons between objects based on attributes, such as “this apple is green and this apple is red” • Participate in sink and float experiments • Taste and describe a variety of foods • Describe discoveries during exploration • Sort objects based on whether they are found in the woods or in the sea • Use language such as freeze or melt, sink or float, liquid or solid • Participate in making applesauce, describing the process & observed changes • Make observational drawings and charts 	<p>The adult will:</p> <ul style="list-style-type: none"> • Provide tools for exploration, including magnifying glass, magnets, microscope, color paddles, tweezers, eye droppers, scale • Display materials for comparison and exploration such as rocks, stones, seedpods, gourds, nests, pine cones, fossils, feathers, etc. • Ask questions about discoveries made while playing, such as “How did you get that block to stay up there?” or “Why do you think they stuck together?” • Support children’s active exploration by encouraging them to use their senses to discover information • Rotate materials periodically to encourage children to experience new things • Collect, describe and record information through discussion, charts and drawings • Extend children’s thinking by asking probing questions such as “why do you think...?” • Encourage children to document discoveries through drawings, stories, photos, graphs, and journals
SC 1.2 Collect, describe and record information		
SC 1.3 Use tools and equipment to explore objects		
SC 1.4 Make and verify predictions		
SC 1.5 Compare, contrast and classify objects and data		
SC 1.6 Use language that shows understanding of scientific principles		
SC 1.7 Participate in scientific investigations		

Standard: Acquire knowledge about the characteristics of living things

Indicator	Examples	Supportive Practices	
SC 2.1 Recognize the difference between living and nonliving things	<p>The child will:</p> <ul style="list-style-type: none"> • Notice changes in plants or animals such as beans sprouting, plants growing tall, animals' fur thickening • Sort objects by living and non-living, such as rock to plant; dog to doll • Sort objects by size, shape and texture, such as rocks, seeds and nuts • Know adult and baby names for animals (lion and cub, dog and puppy) • Understand that plants and animals need certain things for survival 	<p>The adult will:</p> <ul style="list-style-type: none"> • Display insects in "bug catchers" • Keep a classroom pet, allowing children to care it • Add live animals and plants (non-poisonous), along with models, including stuffed animals, plastic insects, dinosaurs and plants, and posters • Display ant hills, butterfly gardens, bird feeders or worm farms for observation and/or documentation through pictures, charts and words 	
SC 2.2 Notice changes in living things over time			<ul style="list-style-type: none"> • Read books about life cycles, plants and animals
SC 2.3 Understand that plants and animals have life cycles			<ul style="list-style-type: none"> • Furnish classroom with gardening tools, for inside and outside use
SC 2.4 Notice similarities and differences and categories of plants and animals			<ul style="list-style-type: none"> • Take nature walks, encouraging children to observe changes in plants and animals they see
	<ul style="list-style-type: none"> • Sort pictures by plant and animal • Describe differences and similarities in animals of the same species ("that cat is striped; this cat has a long tail") • Describe basic needs for all living things • Understand what care is required for pets • Observe the effect of darkness and light on growing plants • Recognize that animals live in different habitats according to their characteristics (fish live in water, tigers live in the jungle) 	<ul style="list-style-type: none"> • Set up an area in the room for exploration of items such as rocks, seeds, nuts or seashells • Plant seeds with children and put on the windowsill to watch them grow • Engage children in discussions about animals and plants they may see during walks or they hear about in stories 	

Standard: Acquire knowledge about the physical properties of objects

Indicator	Examples	Supportive Practices	
SC 3.1 Describe, compare and categorize objects, based on their properties	<p>The child will:</p> <ul style="list-style-type: none"> • Sort and classify by solid, liquid or gas • Use a variety of block types • Participate in sand and water activities • Observe and describe what happens to objects when filled with gas • Discuss what makes things run, how things operate, or how things move, such as how a car moves or how to operate the computer • Explore a variety of tools such as magnets, magnifying glasses, mirrors, pulleys, or kaleidoscopes or prisms • Use a variety of classroom tools such as pencils, scissors and tape recorders • Use a scale to determine which item weighs more • Describe objects according to size, shape, color or state of matter • Match things during tasting, smelling; listen to environmental sounds • Demonstrate understanding of fast and slow, back and forth • Use standard measures (yardstick or ruler) or non-standard measure (block or feet) to determine length or distance 	<p>The adult will:</p> <ul style="list-style-type: none"> • Rotate items in the sand/water table to include water, feathers, rice, soil, and sand • Include different types of blocks for children to manipulate, such as: wood, legos, tinker toys, foam, plastic • Include opportunities to make ramps and inclines in block area • Display small materials such as shells, nuts, insects for children to investigate with a magnifying glass • Display simple machines for use during play, including cash register, wind-up toys, and gears • Encourage the use of classroom tools such as pencils, scissors, silverware • Add a workbench area where children can experiment with screwdrivers and hammers, nuts and bolts, etc • Experiment with ice cubes to observe them melt; then re-freeze • Schedule field trips to the airport or train station 	
SC 3.2 Explore simple machines			
SC 3.3 Explore, identify and describe changes that occur over time			
SC 3.4 Use five senses to explore world			
SC 3.5 Experiment with the effect of their own actions on objects			
SC 3.6 Understand that tools perform specific functions			

Standard: Acquire knowledge about the physical properties of objects (continued)

Indicator	Examples	Supportive Practices
	<p>The child will:</p> <ul style="list-style-type: none"> • “Read” a thermometer to determine the temperature • Chart observations of tools such as temperature changes or which objects are repelled or attracted by magnets • Make ramps with blocks and observe cars’ speeds as they go down the track • Use kites, flags, streamers or pinwheels to observe the wind • Draw pictures or write stories to describe observations about a kite flying activity or airplane they have observed • Recognize that different objects make different sounds, such as drums make low tones and bells make high tones • Describe objects in a feely box • Use writing tools and discuss their differences, such as pencil, marker, crayon • Manipulate simple machines to accomplish a purpose • Demonstrate creative thinking to use familiar objects to solve a problem (using a broom handle to get something under a bed) 	<p>The adult will:</p> <ul style="list-style-type: none"> • Determine which items dissolve in water; which items sink or float • Display real machines that can be safely taken apart and put back together, such as an old telephone without cords • Set containers of water on windowsills and observe for evaporation and condensation • Display books that illustrate characters using their senses for exploration • Ask children to draw the colors they see after investigating prisms or kaleidoscopes • Refer children to age appropriate books that demonstrate exploration of objects or materials • Allow children to explore alternate uses for tools • Encourage children’s use of active media such as a computer, as a supplement to active, hands-on activities during free play • Create a listening center where children can use a tape recorder or CD player independently or with help • Create classroom books, helping children use staplers, hole punches, tape to put them together

Standard: Acquire knowledge about the earth and space

Indicator	Examples	Supportive Practices
SC 4.1 Understand changes in the environment, including weather and seasonal changes	<p>The child will:</p> <ul style="list-style-type: none"> • Use vocabulary to describe features of the earth, such as rocks, soil, air • Recognize and describe basic landforms such as hill, mountain, river • Discuss things that can be found in the day or night time sky • Use weather and seasonal vocabulary • Name the four seasons and recognize that they repeat year after year • Understand characteristics of each season (It snows in winter, we can swim in summer) • Collect items to recycle • Construct a compost heap • Dress up in seasonal clothing in the dramatic play area • Draw or write journals or stories about the changes in the seasons or weather • Chart temperatures indoors and outdoors • Observe shadows at various times in the day 	<p>The adult will:</p> <ul style="list-style-type: none"> • Take children on nature walks to point out changes in the seasons such as leaf color, flowers blooming • Keep a journal with a daily weather report • Display a thermometer for children to check daily and/or graph monthly temperature changes • Talk about clothing changes that are appropriate for the weather and add samples to the dramatic play area • Display rocks, stones and pebbles of different colors and shapes for sorting and exploring • Provide soil and containers for planting • Provide flashlights for use • Sort play items by day or night use, such as sunglasses, night light, flashlight, sun visor • Trace shadows with chalk on the sidewalk • Provide opportunities to experiment with pinwheels, streamers, flags or kites that move in the wind
SC 4.2 Investigate properties of rocks, soil and water		
SC 4.3 Explore the characteristics of the sun, moon, stars and clouds		
SC 4.4 Understand the importance of natural resources; that the environment provides for the needs of the people		
SC 4.5 Show beginning understanding of how human activities may change the environment		
SC 4.6 Participate in a variety of activities that preserve the environment		

Standard: Acquire knowledge about the earth and space (continued)

Indicator	Examples	Supportive Practices
	<p>The child will:</p> <ul style="list-style-type: none"> • Describe where foods come from, such as milk comes from cows, corn is a plant • Preserve classroom resources and materials, such as write on a full sheet of paper before discarding; take only the amount of food that can be eaten • Describe the effect peoples' actions have on the environment (litter, picking flowers, walking on newly-seeded grass, and new plantings, recycling) 	<p>The adult will:</p> <ul style="list-style-type: none"> • Take a field trip to the planetarium or a farm • Include prisms in science area • Create opportunities for children to engage in water play, including bubbles and to utilize boats, pipes sponges and sprinklers in their play • Provide both wet and dry sand for exploration, as well as sifting, pouring and molding toys • Display classroom pets who live in different habitats, such as fish in an aquarium, gerbils in a cage • Read books about farming and the origin of food supply • Emphasize the natural resources in surroundings while on walks ("birds will enjoy all the seeds from those sunflowers", "this mulch comes from tree trunks that were cut down and shredded. It helps keep us safe in case we fall.") • Use vocabulary about the environment and ecology such as conservation, litter, recycle • Discuss food product origins during mealtimes

SOCIAL STUDIES



for Pre-Kindergarten

<u>Standard</u>		<u>Page</u>
Community	SS 1.1 - 1.8	87
Past, Present, Future	SS 2.1 - 2.3	89
Consumers	SS 3.1 - 3.3	90

The foundation for social studies and history learning begins with children's personal experiences and their initial understanding of themselves in relation to their families and homes. Gradually, children expand their understanding to include their schools, neighborhoods, communities and the larger world. As their perception grows, they further expand this scope to understand how systems work together. Adults facilitate children's social studies skill development by helping them engage in active investigations, individually and in groups, that build on familiar experiences.

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Standard: Develop an understanding of self within a community

Indicator	Examples	Supportive Practices
SS 1.1 Identify similarities and differences of personal characteristics	<p>The child will:</p> <ul style="list-style-type: none"> • Make self-portraits that include body parts, clothing, etc • Show understanding and respect for diverse customs and practices • Share information about family customs and practices • Participate in group decision-making • Participate in classroom or family responsibilities • Describe family-shared experiences • Work cooperatively with other children to achieve an outcome • Role play various family roles, such as rocking a baby or cooking a meal • Make drawings of family members and describe their characteristics • Use words to indicate directionality, size and position such as left, right, first, last, little, big, top, bottom • Use a simple map • Answer questions about a trip or, a place s/he's visited or a place s/he's lived 	<p>The adult will:</p> <ul style="list-style-type: none"> • Give children classroom jobs and responsibilities such as feeding fish, or handing out paper towels • Provide opportunities for children to participate in decision-making • Discuss differences in dress, customs, tools and transportation as seen in books, movies, pictures, etc • Include multicultural materials throughout the classroom, including books, dolls, dress-up materials and props, art materials, posters • Talk with children about their family members • Provide activities that require cooperative play • Invite parents or community members to share information about their culture • Provide opportunities for children to explore their environment, indoors and outdoors • Take children for walks around the neighborhood, pointing out signs and landmarks
SS 1.2 Demonstrate an appreciation of one's own characteristics and those of others and others' cultures		
SS 1.3 Display an awareness of his/her role as a member of a group, such as the family or the class		
SS 1.4 Show understanding of how individuals work together to achieve group goals		
SS 1.5 Recognize how things are spatially related to one another		
SS 1.6 Describe the characteristics of where s/he lives and visits		
SS 1.7 Identify location and direction		
SS 1.8 Develop a beginning understanding of maps as representations of actual places		

Standard: Develop an understanding of self within a community (continued)

Indicator	Examples	Supportive Practices
	<p>The child will:</p> <ul style="list-style-type: none"> • Identify and locate familiar places • Use blocks to represent buildings, roads, houses, etc • Include representations of roads, bodies of water and buildings in play • Discuss various forms of transportation and how they are suitable for certain types of travel (for example, walk to the store in the neighborhood and fly to a different country) • Give information about the place s/he lives • Match objects to the place they belong (bed in the bedroom, sun in the sky, tree in the forest, etc) 	<p>The adult will:</p> <ul style="list-style-type: none"> • Encourage the child to move in various ways, including climbing, jumping and rolling so they experience position in space • Use positional words like above and below when giving directions • Point out where objects are located • Use left and right and other directional terms • Display books that have pictures of different places on earth and different homes such as apartments, houses, etc • Display maps and globes and pictures of construction sites • Encourage children to consider how they will get from one place to another • Include various types of vehicles in the block corner, including cars, trucks, planes, trains, buses, fire engines, etc

Standard: Develop understanding of past, present and future

Indicator	Examples	Supportive Practices		
SS 2.1 Demonstrate understanding of the sequence of events	<p>The child will:</p> <ul style="list-style-type: none"> • Use words to describe time, including yesterday, today and tomorrow • Put pictures in sequential order • Show anticipation for regularly-scheduled events • Describe a daily routine • Recall information from the immediate past • Predict how events today or in the recent past affect the near future (if it rains today, we can't go outside to play) • Sequence pictures of self from birth to present • Talk about what s/he likes to do now, what s/he might like to do in the future and why • Describe a special activity s/he likes to do and how it is done 	<p>The adult will:</p> <ul style="list-style-type: none"> • Talk about what is happening during the day and the week • Use the names of the days of the week • Establish and maintain a consistent routine • Ask children to recall what happened last night or yesterday • Use calendars to talk about what happened in the past and what will happen in the future • Provide access to clocks, timers, watches • Discuss what happens in the beginning, middle and end of stories • Label events and routines using language such as today, tomorrow, next, later, long ago • Include materials, such as dinosaurs or robots, from the past and future for play and discussion • Invite grandparents to talk about their experiences • Display pictures and books that show children in different stages of growth 		
SS 2.2 Understand how things, people and places change over time				
SS 2.3 Demonstrate an ability to connect new ideas to past experiences				

Standard: Develop an understanding of the role of consumers

Indicator	Examples	Supportive Practices
SS 3.1 Demonstrate knowledge about community workers and their roles	<p>The child will:</p> <ul style="list-style-type: none"> • recognize community workers through their uniforms or equipment • describe the work that community workers do • describe the jobs people do and how they work together • Use pretend money while engaging in dramatic play activities • Recognize that goods are purchased with money • Begin to understand limitations for purchases (Don't always have enough money to buy something) • Recognize that coins have different values • Recognize and discuss the role and influence of advertising • Begin to be able to determine when they need more of something that isn't available, but may be available elsewhere (concept of sharing) • Participate in play that is related to business, such as lemonade stand, store, beauty salon, etc. 	<p>The adult will:</p> <ul style="list-style-type: none"> • Invite community helpers into the classroom to talk about their jobs • Arrange field trips to community service agencies and businesses, such as the fire house, post office, grocery store, pet store, and beauty shop • Add community worker props to play areas, including hats, uniforms, mailbag, doctor kit, restaurant menus, etc • Read books (information and fiction) that support people working together in hospitals or schools • Set up dramatic play opportunities that involve the use of pretend money, including the bank, grocery store, or restaurant • Use the names of coins and currency and provide an opportunity for children to handle real money • Introduce the purpose of a bank, creating opportunities for children to use banking in their classroom experience • Develop a classroom "store" where children have the opportunity to make purchases from a selection of materials from a variety of crackers and juices
SS 3.2 Demonstrate an awareness of the uses of money		
SS 3.3 Develop an understanding of how goods and services are produced and distributed		

PENNSYLVANIA



for Pre-Kindergarten

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APPROACHES TO LEARNING



for Pre-Kindergarten

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Standard: Demonstrate initiative and curiosity

Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
AL 1.1 Choose to participate in an increasing variety of experiences	A, B-4, B-5, B-5d, B-8, G	1304.21(a)(1)(iv) 1304.21(a)(3)(i)(B) 1304.21(a)(4)(i) 1304.21(c)(1)(i) 1304.21(c)(1)(ii) 1034.21(c)(1)(vi) <i>Outcomes Framework – Approaches to Learning: Initiative and Curiosity</i>	#4, #16, #20, #21, #22, #23, #24, #25, #27, #28, #29, #34, #35		K1, K2, K4, K-5
AL 1.2 Develop increased ability to make independent choices					
AL 1.3 Demonstrate growing eagerness and delight to learn about and discuss a growing range of topics, ideas and tasks					
AL 1.4 Use multiple strategies and all available senses to explore and learn from the environment					

Standard: Demonstrate engagement and persistence

Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
AL 2.1 Show persistence and ability to complete a variety of tasks, activities, projects and experiences	A, B-8, G	1304.21(a)(1)(iv) 1304.21(a)(3)(i)(B) 1304.21(a)(4)(i) 1304.21(c)(1)(i) 1304.21(c)(1)(ii) 1034.21(c)(1)(vi) <i>Outcomes Framework: Approaches to Learning: Initiative and Curiosity</i>	#18, #22, #24, #25, #29, #35		K1, K2, K4, K5
AL 2.2 Demonstrate increasing ability to set goals and develop and follow through on plans					
AL 2.3 Show capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions					

Standard: Demonstrate reasoning and problem solving skills

Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
AL 3.1 Demonstrate a growing ability to predict possible outcomes related to cause and effect	A, B7-c, B-8, G	1304.21(a)(1)(iv) 1304.21(a)(3)(i)(B) 1304.21(a)(4)(i) 1304.21(c)(1)(i) 1304.21(c)(1)(ii) 1034.21(c)(1)(vi)	#17, #18, #19, #22,#23, #24, #25, #29, #34, #35		K1, K2, K4, K5
AL 3.2 Develop increasing ability to find more than one solution to a question, task or problem					
AL 3.3 Seek and/or accept help from others when encountering a problem		<i>Outcomes Framework: Approaches to Learning: Reasoning and Problem Solving</i>			
AL 3.4 Recognize and solve problems through observation, active exploration, trial and error, and interactions and discussions with peers and adults					
AL 3.5 Classify, compare and contrast objects, events and experiences					

Standard: Demonstrate flexibility, risk taking and responsibility

Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
AL 4.1 Demonstrate increasing ability to differentiate between appropriate and inappropriate (or dangerous) risk-taking	A, B-7c, B-8, G, H, I	1304.21(a)(1)(iv) 1304.21(a)(3)(i)(B) 1304.21(a)(4)(i) 1304.21(c)(1)(i) 1304.21(c)(1)(ii) 1034.21(c)(1)(vi) <i>Outcomes Framework – Approaches to Learning: Initiative and Curiosity</i>	#4, #24, #29, #30, #31, #32, #33, #35		K1, K2, K4, K5, K7
AL 4.2 Demonstrate willingness to choose a variety of familiar and new experiences					
AL 4.3 Accept responsibility for learning through active participation verbally or nonverbally					

Standard: Demonstrate imagination, creativity and invention

Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
AL 5.1 Approach tasks and experiences with increased flexibility, imagination and inventiveness	A, B, G	1304.21(a)(1)(iv) 1304.21(a)(3)(i)(B) 1304.21(a)(4)(i) 1304.21(c)(1)(i) 1304.21(c)(1)(ii) 1034.21(c)(1)(vi)	#8, #19, #20, #21, #22, #23, #24, #25, #26, #27, #30, #34, #35		K2, K4
AL 5.2 Use or combine materials/strategies in novel ways to explore and solve problems					

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CREATIVE ARTS



for Pre-Kindergarten

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Standard: Use a variety of visual art forms for creative expression and representation

Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
CA 1.1 Show curiosity and explore visual materials and activities	B5-d, B7-a, B7-d, B7-g	1304.21(a)(4)(ii) 1304.21(c)(1)(ii) 1304.21(a)(4)(iii) <i>Outcomes Framework – Creative Arts: Art</i>	#15, #16, #18, #19, #20, #27, #28		K1-C, K2-C, K2-F
CA 1.2 Demonstrate the ability to represent experiences, thoughts and ideas through the use of visual art forms					
CA 1.3 Select different media to express emotions and ideas					
CA 1.4 Demonstrate care and persistence in a variety of art projects					

Standard: Express self through movement and music

Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
CA 2.1 Express self through movement	B5-d, B7-a, B7-e, B7-g	1304.21(a)(4)(ii) 1304.21(a)(4)(iii) 1304.21(c) 1)(ii) <i>Outcomes Framework – Creative Arts: Music, Movement</i>	#16, #18, #21, #28		K1-C, K2-F
CA 2.2 Show beginning understanding of movement elements and techniques					
CA 2.3 Respond to different forms of music					
CA 2.4 Show understanding and ability to use movement and music					

Standard: Participate in a variety of dramatic play experiences

Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
CA 3.1 Represent fantasy and real-life experiences through pretend play	B5-d, B7-a, B7-d, B7-g	1304.21(a)(3)(i) 1304.21(a)(4)(ii) <i>Outcomes Framework – Creative Arts: Dramatic Play</i>	#15, #16, #18, #24, #28		K1-C, K2-A, K2-F
CA 3.2 Show increasing imagination and creativity in play					
CA 3.3 Participate in teacher-guided dramatic activities (acting out a story)					
CA 3.4 Express own ideas through dramatic play activities					
CA 3.5 Engage in cooperative pretend play with another child					

Standard: Show a developing appreciation of a variety of art forms

Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
CA 4.1 Understand and share opinions about others' artistic products and experiences	B5-d, B-7g, B7-a, B7-g	1304.21(a)(4)(ii)	#15, #16, #18, #19, #20, #21, #24, #28		K1-C, K2-F
CA 4.2 Use oral language to describe or explain art		1304.21(a)(4)(iii)			
CA 4.3 Use the different elements of creative art					
CA 4.4 Appreciate listening to a variety of music forms					
CA 4.5 Recognize and name a variety of art forms					

LANGUAGE AND LITERACY



for Pre-Kindergarten



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RECEPTIVE LANGUAGE



for Pre-Kindergarten

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Standard: Develop and expand listening and understanding skills

Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
RL 1.1 Listen responsively to directions, stories and conversations	A-2, A-3a, A-3b, B5-d, B7-a, B7-b, B7-c, B7-d	1304.21(a)(1)(i) 1304.21(a)(1)(iii) 1304.21(a)(3)(i)(E) 1304.21(a)(4)(i) 1304.21(a)(4)(iii) 1304.21(a)(4)(iv) 1304.21(c)(1)(ii) <i>Outcomes Framework – Language Development: Listening and Understanding, Speaking and Communicating</i>	#15, #16, #17, #18	1.1, 1.2, 1.6	K1-C, K1-F, K2-D, K2-F, K5-A, K5-B, K5-C, K5-D
RL 1.2 Follow simple and multiple-step directions					
RL 1.3 Demonstrate increasing understanding of new vocabulary introduced in conversations, activities, stories or books					
RL 1.4 Recognize expressions, gestures and body language cues					
RL 1.5 Understand that communication occurs in different ways including various languages, devices, and gestures					
RL 1.6 Responds to questions					
RL 1.7 Demonstrate with increasing understanding that technology can be used to gain information					

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EXPRESSIVE LANGUAGE



for Pre-Kindergarten

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Standard: Communicate ideas, experiences and feeling for a variety of purposes

Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
EL 1.1 Speak clearly enough to be understood by most listeners	A-2, A-3a, A-3b, B5-d, B7-a, B7-b, B7-c, B7-d	1304.21(a)(1)(i) 1304.21(a)(1)(iii) 1304.21(a)(3)(i)(E) 1304.21(a)(4)(i) 1304.21(a)(4)(iii) 1304.21(a)(4)(iv) 1304.21(c)(1)(ii) <i>Outcomes Framework – Language Development: Speaking and Communicating</i>	#15, #16, #17, #18	1.1, 1.5, 1.6	K1-C, K1-F, K2-D, K2-F, K5-A, K5-B, K5-C, K5-D
EL 1.2 Recite rhymes, songs, and familiar text					
EL 1.3 Use an increasingly complex and varied spoken vocabulary					
EL 1.4 Ask and answer relevant questions and share experiences individually and in groups					
EL 1.5 Initiate and responds appropriately in conversation and discussions with adults and children					
EL 1.6 Use verbal and nonverbal language to communicate for a variety of purposes					
EL 1.7 Use a variety of sentence length and structures with increasing competence					
EL 1.8 Modulate voice, volume and intonation					

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COMPREHENSION



for Pre-Kindergarten

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Standard: Comprehends information from written and oral stories and texts

Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
C 1.1 Retell a simple story in sequence using illustrations in a book or literary props	A-2, A-3a, A-3b, B5-d, B7-a, B7-b, B7-c, B7-d	1304.21(a)(1)(i) 1304.21(a)(1)(iii) 1304.21(a)(3)(i)(E) 1304.21(a)(4)(i) 1304.21(a)(4)(iii) 1304.21(a)(4)(iv) 1304.21(c)(1)(ii)	#15, #16, #17, #18	1.1, 1.2	K1-C, K1-F, K2-D, K2-F, K5-A, K5-B, K5-C, K5-D
C 1.2 Identify beginning, middle and end of a story					
C 1.3 Draw connections between story events, personal experiences and other books					
C 1.4 Recognize different tones of stories (e.g., happy, sad, excitement)					
C 1.5 Identify facts in a selection					
C 1.6 Differentiate between real and make-believe					
C 1.7 Make predictions from what is read, heard or seen in illustrations					
C 1.8 Use illustration clues to infer and predict what happens next in a story					

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LITERACY



for Pre-Kindergarten

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Standard: Develop an understanding of the sounds of language (phonological awareness)

Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
L 1.1 Recognize similarities and differences in environmental and speech sounds	A-2, A-3a, A-3b, B5-d, B7-a, B7-b, B7-c, B7-d	1304.21(a)(1)(i) 1304.21(a)(1)(iii) 1304.21(a)(3)(i)(E) 1304.21(a)(4)(i) 1304.21(a)(4)(iii) 1304.21(a)(4)(iv) 1304.21(c)(1)(ii) <i>Outcomes Framework – Literacy: Phonological Awareness and Alphabet Knowledge</i>	#15, #16, #17, #18	1.1	K1-C, K1-F, K2-D, K2-F, K5-A, K5-B, K5-C, K5-D
L 1.2 Develop understanding of word awareness					
L 1.3 Progress from matching sounds and rhymes in familiar words, games, songs, finger plays, stories and poems					
L 1.4 Recognize that two or more words begin with the same sound. (alliteration)					
L 1.5 Segment and blends, words into syllables then phonemes					
L 1.6. Segment onset and rime					
L 1.7 Identify initial sounds in words					
L 1.8 Demonstrate understanding that speech sounds are represented in print by letter sounds					

Standard: Develop and expand awareness of concepts of print

Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
L 2.1 Demonstrate an understanding that symbols represent objects, events or people	A-2, A-3a, A-3b, B5-d, B7-a, B7-b, B7-c, B7-d	1304.21(a)(1)(i) 1304.21(a)(1)(iii) 1304.21(a)(3)(i)(E) 1304.21(a)(4)(i) 1304.21(a)(4)(iii) 1304.21(a)(4)(iv) 1304.21(c)(1)(ii)	#15, #16, #17, #18	1.1, 1.5	K1-C, K1-F, K2-D, K2-F, K5-A, K5-B, K5-C, K5-D
L 2.2 Recognize environmental print including logos and signs					
L 2.3 Identify a few familiar words in print					
L 2.4 Demonstrate an understanding that illustrations and print convey meaning					
L 2.5 Preview cover and illustrations prior to a story being read					
L 2.6 Demonstrate understanding that text contains information					
L 2.7 Demonstrate awareness that print moves from top to bottom and from left to right					
L 2.8 Demonstrate understanding of a word as a unit of print, that letters are grouped to form words, that words form sentences, and that words are separated by spaces					
L 2.9 Recognize some conventions of print (e.g. capital letter, period, question mark, and exclamation point)					

Standard: Develop book knowledge and appreciation

Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
L 3.1 Demonstrate interest in books and stories read aloud.	A-2, A-3a, A-3b, B5-d, B7-a, B7-b, B7-c, B7-d	1304.21(a)(1)(i) 1304.21(a)(1)(iii) 1304.21(a)(3)(i)(E) 1304.21(a)(4)(i) 1304.21(a)(4)(iii) 1304.21(a)(4)(iv) 1304.21(c)(1)(ii)	#15, #16, #17, #18	1.1, 1.3	K1-C, K1-F, K2-D, K2-F, K5-A, K5-B, K5-C, K5-D
L 3.2 Show growing interest in reading related activities.					
L 3.3 Respond and make connections to story events and characters by relating personal experiences.					
L 3.4 Demonstrate an understanding that different forms of text have different purposes (e.g. books, signs, lists, charts, and menu).					
L 3.5 Develop book handing skills					

Outcomes Framework – Literacy: Book Knowledge and Appreciation

Standard: Develop increasing understanding of letter knowledge

Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
L4.1 Show progress in associating the names of letters with their shapes and sounds	A-2, A-3a, A-3b, B5-d, B7-a, B7-b, B7-c, B7-d	1304.21(a)(1)(i) 1304.21(a)(1)(iii) 1304.21(a)(3)(i)(E) 1304.21(a)(4)(i) 1304.21(a)(4)(iii) 1304.21(a)(4)(iv) 1304.21(c)(1)(ii) <i>Outcomes Framework- Literacy: Phonological Awareness, Alphabet Knowledge</i>	#15, #16, #17, #18	1.1	K1-C, K1-F, K2-D, K2-F, K5-A, K5-B, K5-C, K5-D
L 4.2 Identify at least 10 letters of the alphabet, especially those in their own name					
L 4.3 Notice the beginning letters in familiar words					

Standard: Use different forms of writing such as drawing, letter-like forms, invented spelling and conventional forms

Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
L 5.1 Use scribbles to communicate in writing	A-2, A-3a, A-3b, B5-d, B7-a, B7-b, B7-c, B7-d	1304.21(a)(1)(i) 1304.21(a)(1)(iii) 1304.21(a)(3)(i)(E) 1304.21(a)(4)(i) 1304.21(a)(4)(iii) 1304.21(a)(4)(iv) 1304.21(c)(1)(ii)	#15, #16, #17, #18	1.4, 1.5	K1-C, K1-F, K2-D, K2-F, K5-A, K5-B, K5-C, K5-D
L 5.2 Use recognizable drawings to express thoughts, feelings and ideas					
L 5.3 Use letter-like forms, letters or random letter strings to express thoughts, feelings and ideas					
L 5.4 Write own name and other meaningful words					
L 5.5 Explore letter sound associations while writing					

Outcomes Framework – Literacy: Early Writing

Standard: Standard: Understand that writing is a way of communicating for a variety of purposes

Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
L 6.1 Represent stories and experiences through pictures, scribbles, letter-like forms, dictation and play	A-2, A-3a, A-3b, B5-d, B7-a, B7-b, B7-c, B7-d	1304.21(a)(1)(i) 1304.21(a)(1)(iii) 1304.21(a)(3)(i)(E) 1304.21(a)(4)(i) 1304.21(a)(4)(iii) 1304.21(a)(4)(iv) 1304.21(c)(1)(ii) <i>Outcomes Framework – Literacy: Early Writing</i>	#15, #16, #17, #18	1.4, 1.5	K1-C, K1-F, K2-D, K2-F, K5-A, K5-B, K5-C, K5-D
L 6.2 Understand that writing serves a variety of purposes					
L 6.3 Approximate writing to communicate effectively for different audiences and purposes					

LOGICAL MATHEMATICS



for Pre-Kindergarten

CROSSWALK



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Standard: Learn about numbers, numerical representation, and simple numerical operations

Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards <u>NCTM</u>	Core Body of Knowledge
LM 1.1 Use counting and numbers as part of play and as a means for determining quantity	B5-d, B7-c	1304.21(a)(1)(iv) 1304.21(a)(3)(i)(B) 1304.21(a)(4)(i) 1304.21(a)(4)(iv) 1304.21(c)(1)(i) 1304.21(c)(1)(ii) 1304.21(c)(1)(vi) <i>Outcomes Framework – Mathematics: Number and Operations</i>	#17, #22, #23, #25, #26, #35, #36	<u>2.1, 2.2, 2.11</u> 1	K1-C, K2-A, K2-B, K2-C, K2-D, K2-E, K2-F
LM 1.2 Count up to ten objects in meaningful context with emerging one-to-one correspondence					
LM 1.3 Understand number concepts, vocabulary, quantities and written numerals in meaningful ways					
LM 1.4 Use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to					
LM 1.5 Develop increased abilities to combine, separate and name “how many” concrete objects					
LM 1.6 Use ordinal number words to describe the position of objects (first, second, third)					
LM 1.7 Begin to solve problems using numbers					

Standard: Understand patterns, relations and functions

Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards NCTM	Core body of Knowledge
LM 2.1 Recognize how things are alike (comparisons) and identify objects that belong together (classification)	B5-d, B7-c	1304.21(a)(1)(iv) 1304.21(a)(3)(i)(B) 1304.21(a)(4)(i) 1304.21(a)(4)(iv) 1304.21(c)(1)(i) 1304.21(c)(1)(ii) 1304.21(c)(1)(vi) <i>Outcomes Framework – Mathematics: Geometry and Spatial Sense, Patterns and Measurement</i>	#17, #22, #23, #25, #26, #35, #36	$\frac{2.8}{2}$	K1-C, K2-A, K2-B, K2-C, K2-D, K2-E, K2-F
LM 2.2 Sort, categorize, classify and order objects by one attribute					
LM 2.3 Sort, categorize, classify and order objects by more than one attribute					
LM 2.4 Order objects by properties (e.g. from small to large, lightest to darkest)					
LM 2.5 Explain why and how objects are organized					
LM 2.6 Recognize, describe and extend patterns					

Standard: Develop concepts of space and shape

Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards NCTM	Core Body of Knowledge
LM 3.1 Recognize, name, describe, build, draw, and compare two and three dimensional shapes	B5-d, B7-c	1304.21(a)(1)(iv) 1304.21(a)(3)(i)(B) 1304.21(a)(4)(i) 1304.21(a)(4)(iv) 1304.21(c)(1)(i) 1304.21(c)(1)(ii) 1304.21(c)(1)(vi) <i>Outcomes Framework – Mathematics: Geometry and Spatial Sense</i>	#17, #22, #23, #25, #26, #35, #36	<u>2.9, 2.10</u> 3	K1-C, K2-A, K2-B, K2-C, K2-D, K2-E, K2-F
LM 3.2 Progress in ability to put together and take apart shapes					
LM 3.3 Determine whether or not two shapes are the same size and shape					
LM 3.4 Recognize geometric shapes in books, artwork, and the environment					
LM 3.5. Understand directionality, order, and positions of objects, using words such as up, down, over, under, top, bottom, inside, outside, in front of, behind					
LM 3.6 Show an awareness of symmetry					

Standard: Develop and use measurement concepts

Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards NCTM	Core Body of Knowledge
LM 4.1 Demonstrate awareness of measurement attributes (length, volume, weight, area, time and temperature)	B5-d, B7-c	1304.21(a)(1)(iv) 1304.21(a)(3)(i)(B) 1304.21(a)(4)(i) 1304.21(a)(4)(iv) 1304.21(c)(1)(i) 1304.21(c)(1)(ii) 1304.21(c)(1)(vi) <i>Outcomes Framework – Mathematics: Number and Operations</i>	#17, #22, #23, #25, #26, #35, #36	<u>2.3, 2.4</u> 4	K1-C, K2-A, K2-B, K2-C, K2-D, K2-E, K2-F
LM 4.2 Develop an awareness of seriation. Compare attributes such as length (shorter – taller), size (bigger – smaller), weight (heavier – lighter), in everyday situations					
LM 4.3 Use standard and non-standard measures in everyday situations					

Standard: Represent and interpret data

Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards NCTM	Core Body of Knowledge
LM 5.1 Gather information about themselves and their surroundings	B5-d, B7-c	1304.21(a)(1)(iv) 1304.21(a)(3)(i)(B) 1304.21(a)(4)(i) 1304.21(a)(4)(iv) 1304.21(c)(1)(i) 1304.21(c)(1)(ii) 1304.21(c)(1)(vi)	#17, #22, #23, #25, #26, #35, #36	<u>2.6, 2.7</u> <u>5</u>	K1-C, K2-A, K2-B, K2-C, K2-D, K2-E, K2-F
LM 5.2 Contribute data for simple graphs					
LM 5.3 Organize and display data on graphs using objects and picture					
LM 5.4 “Read” and interpret displays of data using words to compare (e.g. quantity, size, speed, and weight)					

Standard: Reason, predict and problem solve

Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards NCTM	Core body of Knowledge
LM 6.1 Make predictions based on observations and information	B5-d, B7-c	1304.21(a)(1)(iv) 1304.21(a)(3)(i)(B) 1304.21(a)(4)(i) 1304.21(a)(4)(iv) 1304.21(c)(1)(i) 1304.21(c)(1)(ii) 1304.21(c)(1)(vi) <i>Outcomes Framework – Mathematics: Number and Operations</i>	#17, #22, #23, #25, #26, #35, #36	2.5 6, 7, 8, 9, 10	K1-C, K2-A, K2-B, K2-C, K2-D, K2-E, K2-F

PERSONAL-SOCIAL



for Pre-Kindergarten

CROSSWALK



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Standard: Develop self concept

Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
PS 1.1 Is aware of self and one's own preferences	A-4a, A-4b, A-5, A-8, A-11, B5-a, B7-a, B7-h, B-8	1304.21(c)(1)(i) 1304.21(c)(1)(ii) 1304.21(c)(1)(v) 1304.21(c)(1)(vi) 1304.24(a)(1)(vi)	#4, #18, 19		K1-A, K1-C3, K2-A, K2-C3
PS 1.2 Show independence in a wide range of activities					
PS 1.3 Know and state independent thoughts and feelings					
PS 1.4 Attempt new experiences with confidence and independence					
PS 1.5 Show pride in accomplishments					

Outcomes Framework – Social and Emotional Development: Self Concept

Standard: Develop self-regulation

Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
PS 2.1 Recognize and label feelings	A-6a, A6-b, A-8b, A-9, A-10, A-11	1304.21(a)(3)(i) 1304.21(a)(3)(i)(B) 1304.21(a)(3)(i)(D) 1304.21(a)(3)(ii) <i>Outcomes Framework – Social and Emotional Development: Self Control, Cooperation</i>	#14, #16, #18, #34		K2-A K2-C3
PS 2.2 Express feelings, needs, opinions, and wants that are appropriate to the situation					
PS 2.3 Understand consequences of own behavior					
PS 2.4 Follow rules and routines in classroom and other settings					
PS 2.5 Use materials with purpose, safety, and respect					
PS 2.6 Pay attention as required by the task					
PS 2.7 Make transitions between activities					
PS 2.8 Follow adult directions					
PS 2.9 Wait before acting in required situations					

Standard: Develop social interactions					
Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
PS 3.1 Trust familiar adults and close peers	A-1, A-2, A-3, A-6, A-9, A-10 B-7b	1304.21(a)(3)(i) 1304.21(a)(4)(iii) 1304.21(c) (1)(v) 1304.21(c)(1)(vii) <i>Outcomes Framework – Social and Emotional Development: Self Control, Cooperation</i>	#29, #31, #32, #33, #34, #35, #36		K2-A, K2-C3
PS 3.2 Enter into and initiates play with peers					
PS 3.3 Enjoy playing with a specific other child in a variety of activities					
PS 3.4 Respond with empathy to children are upset and in need					
PS 3.5 Seek help from peers and adults when needed					
PS 3.6 Respect the feelings, rights, and belongings of others					
PS 3.7 Cooperate in small and large group activities					
PS 3.8 Play cooperatively with 2-3 peers for a sustained time					
PS 3.9 Take turns in games and tasks					
PS 3.10 Share materials when appropriate					
PS 3.11 Show increasing abilities to resolve conflicts with peers					

Standard: Develop self –care and self reliance

Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
PS 4.1 Choose materials and activities independently	A-5, B7-a, B7-f, B-8, B-11	1304.21(a)(3)(i) 1304.21(a)(3)(i)(B) 1304.21(a)(l)(v) 1304.22(d)(l)(2) <i>Outcomes Framework – Social and Emotional Development: Self Concept, Self Control</i>	#4, #10, #12, #13, #14, #19, #30		K2-C K2-C
PS 4.2 Put away materials on own					
PS 4.3 Show increasing self-reliance in self-care activities. (e.g., toileting, grooming, dressing, eating)					
PS 4.4 Recognize situations that are unsafe and behaves accordingly					



PHYSICAL-HEALTH



for Pre-Kindergarten



CROSSWALK

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Standard: Develop gross motor coordination

Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
PH 1.1 Demonstrate control of large body movements	B-4c, B-5d, B-7e	1304.21(1)(5)(i) 1304.21(b)(3)(i) 1304.21(c)(1)(vii)	#7, #8, #10, #13, #14, #19, #21, #29,		K1-A, B, C K2-A, B, C, D, E, F, K7-A, B, G
PH 1.2 Develop increased balance, strength and stamina					
PH 1.3 Demonstrate spatial awareness					
PH 1.4 Demonstrate coordination of body movements					
PH 1.5 Combine large motor movements with the use of equipment					
PH 1.6 Combine a sequence of large motor skills					
PH 1.7 Perform a variety of movement skills alongside and with a partner					
PH 1.8 Engage in physical activity					

Standard: Develop fine motor control

Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
PH 2.1 Demonstrate control, strength and dexterity to manipulate objects	B-4c, B-5d, B-7e	1304.21(a)(5)(ii) 1304.21(b)(3)(iii)	#7, #8, #10, #13, #14, #19, #21, #29,		K1-A, B, C K2-A, B, C, D, E, F, K7-A, B, G
PH 2.2 Demonstrate spatial awareness					
PH 2.3 Demonstrate eye-hand coordination					
PH 2.4 Demonstrate increasing control with writing and drawing implements					

Standard: Engage in healthy and safe practices

Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
PH 3.1 Demonstrate positive body image	B-7f, B-11, H-17c, I-3	1304.21(a)(6) 1304.21(a)(1)(v) 1304.21(c)(1)(iii) 1304.23(b)(3) 1304.23(c)(1) <i>Outcomes Framework -</i>	#7, #8, #10, #13, #14, #19, #21, #29,		K1-A, B, C K2-A, B, C, D, E, F, K7-A, B, G
PH 3.2 Demonstrate good hygiene					
PH 3.3 Demonstrate basic disease prevention skills					
PH 3.4 Demonstrate an awareness of healthy lifestyle practice					
PH 3.5 Understand the roles of health care and safety providers					
PH 3.6 Demonstrate increasing responsibility for self help tasks					
PH 3.7 Identify and avoid risk taking practices					
PH 3.8 Recognize and follow basic safety rules					
PH 3.9 Exhibit knowledge about foods and nutrition					
PH 3.10 Demonstrate awareness of good nutritional practices					

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PROGRAM PARTNERSHIPS



for Pre-Kindergarten

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Standard: Quality ECE Programs must work closely with parents to advance their child’s development and learning in the program and at home, as well as help parents gain confidence and competence as their child’s primary teacher. Programs must have written procedures that are consistently implemented to assure that the objectives are met.

Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
PP 1.1 Programs must provide parents with opportunities to share information about their child including their child’s stage of development, interests and skill levels.		1304.20 (b)(1) 1304.20 (b)(2) 1304.20 (b)(3) 1304.20 (b)(5) 1304.21 (c)(1) 1304.21 (c)(2)	#38		K3-A,C, D K4-A, B, C, D,E, K5-A, B, C, D
PP 1.2 Programs must work collaboratively with parents to prepare their child for the age appropriate screening process.					
PP 1.3 Programs must conduct, within 45 calendar days of the child’s entry, an age appropriate screening to identify strengths and concerns. The screening must be sensitive to the child’s cultural background and delivered in the language spoken by the child.					
PP 1.4 Programs must use the information gathered from the screening process, and in collaboration with parents, set goals for the child and determine how best to provide appropriate programming.					

Standard: Quality ECE Programs must work closely with parents to advance their child’s development and learning in the program and at home, as well as help parents gain confidence and competence as their child’s primary teacher. Programs must have written procedures that are consistently implemented to assure that the objectives are met. (continued)

Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
<p>PP 1.5 Programs must provide parents with opportunities to enhance their parenting skills, their knowledge and understanding of the developmental needs and activities of their children, their child observation skills, and their ability to provide nurturing/supportive environments and relationships.</p>		<p>1304.20 (b)(1) 1304.20 (b)(2) 1304.20 (b)(3) 1304.20 (b)(5) 1304.21 (c)(1) 1304.21 (c)(2)</p>	<p>#38</p>		<p>K3-A,C, D K4-A, B, C, D,E K5-A, B, C, D</p>

Standard: Quality ECE programs must connect parents to necessary and appropriate community services that may help the child and/or the family. Programs must have written procedures that are consistently implemented to assure that the objectives are met.

Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
PP 2.1 Programs must have current information about community resources and services available to young children and their families.					
PP 2.2 Programs must provide parents with information on medical, dental, nutrition, and mental health education programs in the community.		1304.20 (c) 1304.20 (d) 1304.40 (b) 1304.40 (f)			K3-A,C, D K4-A, B, C, D,E K5-A, B, C, D
PP 2.3 Programs must identify, through family and staff observation and dialogue, the family/child's need for and interest in additional services.					
PP 2.4 Program personnel must connect families with resources and services appropriate to their needs and interests, including Early Intervention, Mental Health Services, Physical Health Services (including medical, dental, vision and hearing), Social Services, Adult Education Services (including family literacy), and Cultural Resources (such as libraries, museums and parks).					

Standard: Quality ECE programs must connect parents to necessary and appropriate community services that may help the child and/or the family. Programs must have written procedures that are consistently implemented to assure that the objectives are met. (continued)

Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
2.5 Program personnel must support families in evaluating the effectiveness of the services received, and in identifying next steps.		1304.20 (b)(1) 1304.20 (b)(2) 1304.20 (b)(3) 1304.20 (b)(5) 1304.21 (c)(1) 1304.21 (c)(2)			K3-A,C, D K4-A, B, C, D,E K5-A, B, C, D

Standard: Quality ECE programs must work with parents to identify strengths and needs of their child to facilitate successful transition for the child from one setting to another. Programs must have written procedures that are consistently implemented to assure that the objectives are met.

Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
PP 3.1 Programs must offer parents an individual meeting, in addition to the regular parent conference, to provide written information about their child's strengths and needs related to transitioning to another classroom or educational setting.		1304.40 (e) 1304.40 (h)			K3-A,C, D K4-A, B, C, D,E K5-A, B, C, D E
PP 3.2 Programs must assist parents as they prepare their children for the new educational setting.					
PP 3.3 Programs must work collaboratively with the receiving program to enhance continuity of experiences for the child.					
PP 3.4 Programs must work collaboratively with the receiving program to determine content and format of transition information to be documented.					
PP 3.5 Programs must transfer relevant child records, with consent of the parents, to the receiving school or program.					

Standard: Quality ECE programs must work with parents to participate in governance of the program, being informed of early childhood education services and establishing effective services for children in the community. Programs must have written procedures that are consistently implemented to assure that the objectives are met.

Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
PP 4.1 Provide parents with opportunities to have input on program policies and procedures at least annually.		1304.50(a-h)			K3-A,C, D K4-A, B, C, D,E K5-A, B, C, D
PP 4.2 Provide parents with opportunities to participate in annual assessment of program progress.					
PP 4.3 Provide information about the program philosophy, curriculum, operating procedures, volunteer and governance opportunities.					
PP 4.4 Provide information about quality improvement initiatives (such as Keystone Stars).					
PP 4.5 Provide information about proposed or final regulatory or policy changes affecting the program for their child through newsletters, newspaper articles, bulletin boards, etc.					
PP 4.6 Provide a means of expressing early concerns and/or resolving concerns about differences between program implementation and parent.					



SCIENCE



for Pre-Kindergarten

CROSSWALK

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Standard: Demonstrate understanding of the process of scientific inquiry					
Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
SC 1.1 Show curiosity by asking questions and seeking information	B4, B5-d, B-7c, G-4	1304.21 (a)(4)(i) 1304.21 (c)(1)(i) 1304.21 (c)(1)(ii) 1304.21 (c)(1)(v)	#23, 25		K1-A, B, C, D, E, F K2-A, B, C, D, E, F, G
SC 1.2 Collect, describe and record information					
SC 1.3 Use tools and equipment to explore objects					
SC 1.4 Make and verify predictions					
SC 1.5 Compare, contrast and classify objects and data					
SC 1.6 Use language that shows understanding of scientific principles					
SC 1.7 Participate in scientific investigations					

Standard: Acquire knowledge about the characteristics of living things

Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
SC 2.1 Recognize the difference between living and nonliving things	B4, B5-d, B-7c, G-4	1304.21 (a)(4)(i) 1304.21 (c)(1)(i) 1304.21 (c)(1)(ii) 1304.21 (c)(1)(v) <i>Outcomes Framework – Science: Scientific Skills and Methods, Scientific Knowledge</i>	#23, #25		K1-A, B, C, D, E, F K2-A, B, C, D, E, F, G
SC 2.2 Notice changes in living things over time					
SC 2.3 Understand that plants and animals have life cycles					
SC 2.4 Notice similarities and differences and categories of plants and animals					

Standard: Acquire knowledge about the physical properties of objects

Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
SC 3.1 Describe, compare and categorize objects, based on their properties	B4, B5-d, B-7c, G-4	1304.21 (a)(4)(i) 1304.21 (c)(1)(i) 1304.21 (c)(1)(ii) 1304.21 (c)(1)(v) <i>Outcomes Framework – Science: Scientific Skills and Methods, Scientific Knowledge</i>	#23, #25		K1-A, B, C, D, E, F K2-A, B, C, D, E, F, G
SC 3.2 Explore simple machines					
SC 3.3 Explore, identify and describe changes that occur over time					
SC 3.4 Use five senses to explore world					
SC 3.5 Experiment with the effect of their own actions on objects					
SC 3.6 Understand that tools perform specific functions					

Standard: Acquire knowledge about the earth and space

Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
SC 4.1 Understand changes in the environment, including weather and seasonal changes	B4, B5-d, B-7c, G-4	1304.21 (a)(4)(i) 1304.21 (c)(1)(i) 1304.21 (c)(1)(ii) 1304.21 (c)(1)(v) <i>Outcomes Framework – Science: Scientific Skills and Methods, Scientific Knowledge</i>	#23, #25		K1-A, B, C, D, E, F K2-A, B, C, D, E, F, G
SC 4.2 Investigate properties of rocks, soil and water					
SC 4.3 Explore the characteristics of the sun, moon, stars and clouds					
SC 4.4 Understand the importance of natural resources; that the environment provides for the needs of the people					
SC 4.5 Show a beginning understanding of how human activities may change the environment					
SC 4.6 Participate in a variety of activities that preserve the environment					

SOCIAL STUDIES



for Pre-Kindergarten

CROSSWALK



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Standard: Develop an understanding of self within a community

Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
SS 1.1 Identify similarities and differences of personal characteristics	B4, B5-d, B-7c, G-4	1304.21 (a)(4)(i) 1304.21 (c)(1)(i) 1304.21 (c)(1)(ii) 1304.21 (c)(1)(v) 1304.21 (c)(1)(vi) <i>Outcomes Framework – Social and Emotional Development: Knowledge of Families and Communities</i>			K1-A, B, C, D, E, F K2-A, B, C, D, E, F, G
SS 1.2 Demonstrate an appreciation of one's own characteristics and those of others and others' cultures					
SS 1.3 Display an awareness of his/her role as a member of a group, such as the family or the class					
SS 1.4 Show understanding of how individuals work together to achieve group goals					
SS 1.5 Recognize how things are spatially related to one another					
SS 1.6 Describe the characteristics of where they live and visit					
SS 1.7 Identify location and direction					
SS 1.8 Develop a beginning understanding of maps as representations of actual places					

Standard: Develop understanding of past, present and future

Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
SS 2.1 Demonstrate understanding of the sequence of events	B4, B5-d, B-7c, G-4	1304.21 (a)(4)(i) 1304.21 (c)(1)(i) 1304.21 (c)(1)(ii) 1304.21 (c)(1)(v) 1304.21 (c)(1)(vi) <i>Outcomes Framework – Approaches to Learning: Reasoning</i>			K1-A, B, C, D, E, F K2-A, B, C, D, E, F, G
SS 2.2 Understand how things, people and places change over time					
SS 2.3 Demonstrate an ability to connect new ideas to past experiences					

Standard: Develop an understanding of the role of consumers

Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
SS 3.1 Demonstrate knowledge about community workers and their roles	B4, B5-d, B-7c, G-4	1304.21 (a)(4)(i) 1304.21 (c)(1)(i) 1304.21 (c)(1)(ii) 1304.21 (c)(1)(v) 1304.21 (c)(1)(vi) <i>Outcomes Framework – Social and Emotional Development: Knowledge of Families and Communities</i>			K1-A, B, C, D, E, F K2-A, B, C, D, E, F, G
SS 3.2 Demonstrate an awareness of the uses of money					
SS 3.3 Develop an understanding of how goods and services are produced and distributed					

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APPENDIX A

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