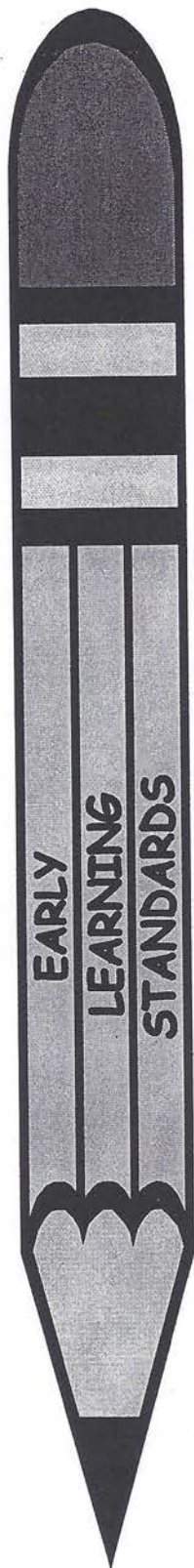


# PENNSYLVANIA

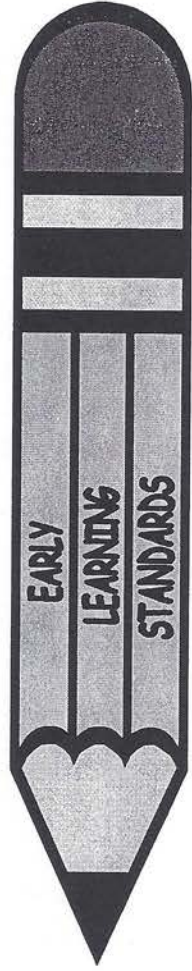


for Pre-Kindergarten

## CROSSWALK



# APPROACHES TO LEARNING



for Pre-Kindergarten

## CROSSWALK

<b>Standard: Demonstrate initiative and curiosity</b>					
<b>Indicators</b>	<b>NAEYC Performance Criteria</b>	<b>Head Start Performance Standards</b>	<b>ECERS</b>	<b>PA Academic Standards</b>	<b>Core Body of Knowledge</b>
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)  Outcomes Framework – Approaches to Learning: Initiative and Curiosity	#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					



<b>Standard: Demonstrate engagement and persistence</b>					
<b>Indicators</b>	<b>NAEYC Performance Criteria</b>	<b>Head Start Performance Standards</b>	<b>ECERS</b>	<b>PA Academic Standards</b>	<b>Core Body of Knowledge</b>
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)  Outcomes Framework: Approaches to Learning: Initiative and Curiosity	#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					

<b>Standard: Demonstrate reasoning and problem solving skills</b>					
<b>Indicators</b>	<b>NAEYC Performance Criteria</b>	<b>Head Start Performance Standards</b>	<b>ECERS</b>	<b>PA Academic Standards</b>	<b>Core Body of Knowledge</b>
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)  Outcomes Framework: Approaches to Learning: Reasoning and Problem Solving	#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					
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					

<b>Standard: Demonstrate imagination, creativity and invention</b>					
<b>Indicators</b>	<b>NAEYC Performance Criteria</b>	<b>Head Start Performance Standards</b>	<b>ECERS</b>	<b>PA Academic Standards</b>	<b>Core Body of Knowledge</b>
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		Outcomes Framework – Approaches to Learning: Engagement and Persistence			



<b>Standard: Demonstrate flexibility, risk taking and responsibility</b>					
<b>Indicators</b>	<b>NAEYC Performance Criteria</b>	<b>Head Start Performance Standards</b>	<b>ECERS</b>	<b>PA Academic Standards</b>	<b>Core Body of Knowledge</b>
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)  Outcomes Framework – Approaches to Learning: Initiative and Curiosity	#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					

# CREATIVE ARTS



for Pre-Kindergarten

## CROSSWALK





<b>Standard: Use a variety of visual art forms for creative expression and representation</b>					
<b>Indicators</b>	<b>NAEYC Performance Criteria</b>	<b>Head Start Performance Standards</b>	<b>ECERS</b>	<b>PA Academic Standards</b>	<b>Core Body of Knowledge</b>
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)  Outcomes Framework – Creative Arts: Art	#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					

<b>Standard: Express self through movement and music</b>					
<b>Indicators</b>	<b>NAEYC Performance Criteria</b>	<b>Head Start Performance Standards</b>	<b>ECERS</b>	<b>PA Academic Standards</b>	<b>Core Body of Knowledge</b>
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)  Outcomes Framework – Creative Arts: Music, Movement	#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					

<b>Standard: Participate in a variety of dramatic play experiences</b>					
<b>Indicators</b>	<b>NAEYC Performance Criteria</b>	<b>Head Start Performance Standards</b>	<b>ECERS</b>	<b>PA Academic Standards</b>	<b>Core Body of Knowledge</b>
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)  Outcomes Framework – Creative Arts: Dramatic Play	#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					



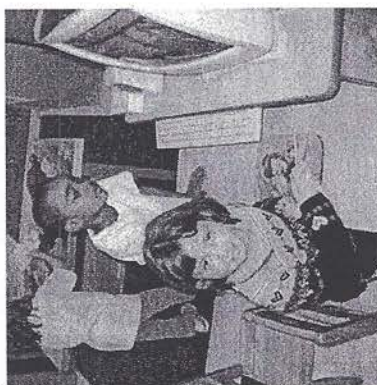
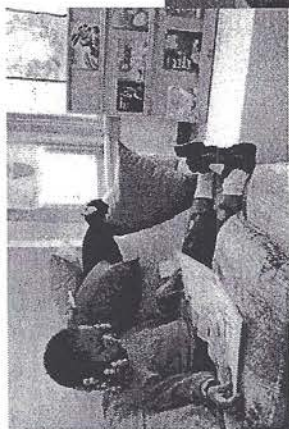
<b>Standard: Show a developing appreciation of a variety of art forms</b>					
<b>Indicators</b>	<b>NAEYC Performance Criteria</b>	<b>Head Start Performance Standards</b>	<b>ECERS</b>	<b>PA Academic Standards</b>	<b>Core Body of Knowledge</b>
CA 4.1 Understand and share opinions about others' artistic products and experiences	B5-d, B-7g, B7-a, B7-g	1304.21(a)(4)(ii) 1304.21(a)(4)(iii)  Outcomes Framework – Creative Arts: Art	#15, #16, #18, #19, #20, #21, #24, #28		K1-C, K2-F
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



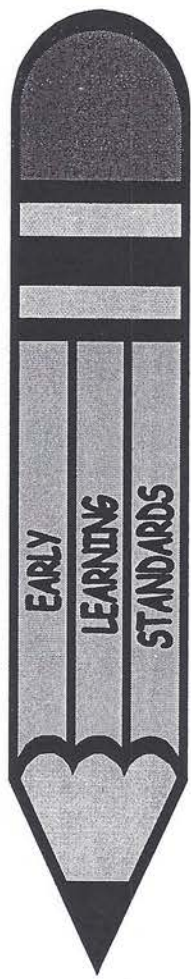
for Pre-Kindergarten

## CROSSWALK





# RECEPTIVE LANGUAGE



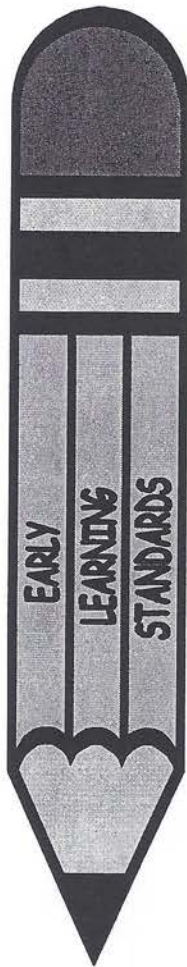
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## CROSSWALK



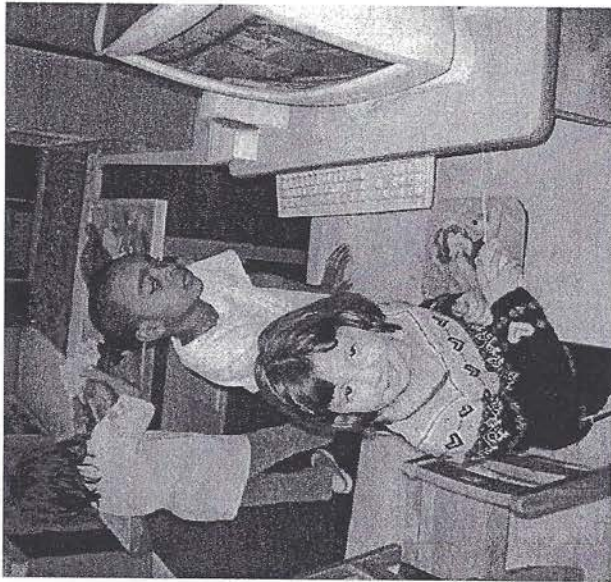
<b>Standard: Develop and expand listening and understanding skills</b>						
<b>Indicators</b>		<b>NAEYC Performance Criteria</b>	<b>Head Start Performance Standards</b>	<b>ECERS</b>	<b>PA Academic Standards</b>	<b>Core Body of Knowledge</b>
RL 1.1	Listen responsively to directions, stories and conversations	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)  Outcomes Framework – Language Development: Listening and Understanding, Speaking and Communicating	#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					

# EXPRESSIVE LANGUAGE



for Pre-Kindergarten

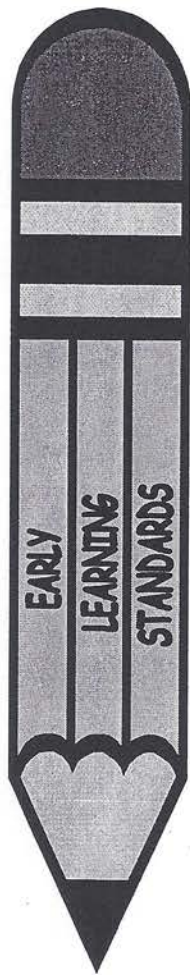
# CROSSWALK



<b>Standard: Communicate ideas, experiences and feeling for a variety of purposes</b>					
<b>Indicators</b>	<b>NAEYC Performance Criteria</b>	<b>Head Start Performance Standards</b>	<b>ECERS</b>	<b>PA Academic Standards</b>	<b>Core Body of Knowledge</b>
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)  Outcomes Framework – Language Development: Speaking and Communicating	#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					



# COMPREHENSION

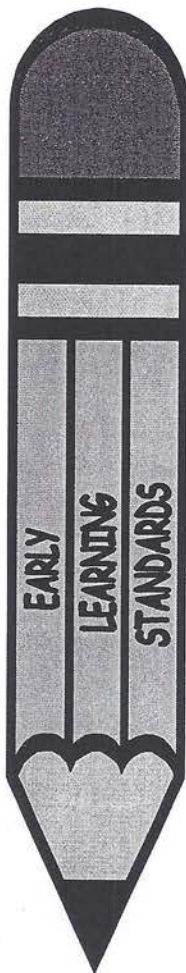


for Pre-Kindergarten

# CROSSWALK

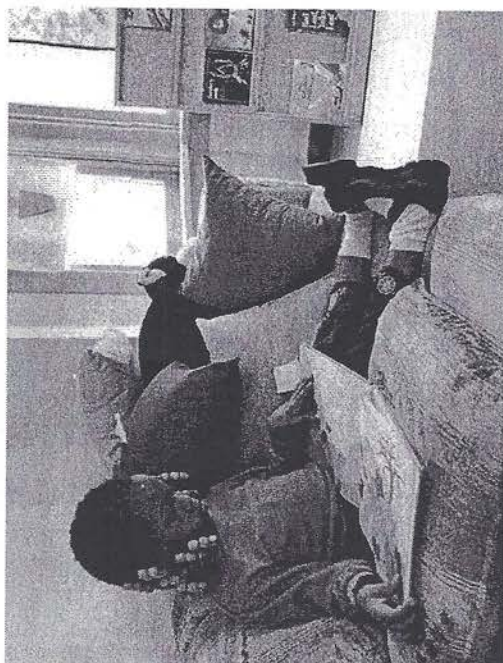
Standard: Comprehends information from written and oral stories and texts					
Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
C 1.1 Retell a simple story in sequence using illustrations in a book or literary props	A-2, A-3a, A-3b, 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)  (Outcomes Framework-Literacy: Book Knowledge and Appreciation)	#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					

# LITERACY



for Pre-Kindergarten

# CROSSWALK





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)  Outcomes Framework – Literacy: Phonological Awareness and Alphabet Knowledge	#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					

<b>Standard: Develop and expand awareness of concepts of print</b>					
<b>Indicators</b>	<b>NAEYC Performance Criteria</b>	<b>Head Start Performance Standards</b>	<b>ECERS</b>	<b>PA Academic Standards</b>	<b>Core Body of Knowledge</b>
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)  (Outcomes Framework – Literacy: Print Awareness and Concepts	#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)  Outcomes Framework – Literacy: Book Knowledge and Appreciation	#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 handling skills					



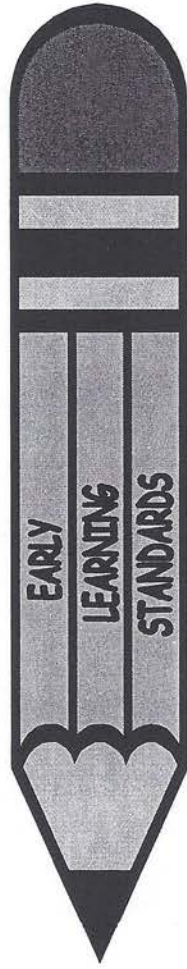
<b>Standard: Develop increasing understanding of letter knowledge</b>					
<b>Indicators</b>	<b>NAEYC Performance Criteria</b>	<b>Head Start Performance Standards</b>	<b>ECERS</b>	<b>PA Academic Standards</b>	<b>Core Body of Knowledge</b>
L4.1 Show progress in associating the names of letters with their 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)  Outcomes Framework-Literacy: Phonological Awareness, Alphabet Knowledge	#15, #16, #17, #18	1.1	K1-C, K1-F, K2-D, K2-F, K5-A, K5-B, K5-C, K5-D
L4.2 Identify at least 10 letters of the alphabet, especially those in their own name					
L4.3 Notice the beginning letters in familiar words					

<b>Standard: Use different forms of writing such as drawing, letter-like forms, invented spelling and conventional forms</b>					
<b>Indicators</b>	<b>NAEYC Performance Criteria</b>	<b>Head Start Performance Standards</b>	<b>ECERS</b>	<b>PA Academic Standards</b>	<b>Core Body of Knowledge</b>
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)  Outcomes Framework – Literacy: Early Writing	#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					

<b>Standard: Standard: Understand that writing is a way of communicating for a variety of purposes</b>					
<b>Indicators</b>	<b>NAEYC Performance Criteria</b>	<b>Head Start Performance Standards</b>	<b>ECERS</b>	<b>PA Academic Standards</b>	<b>Core Body of Knowledge</b>
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)  Outcomes Framework – Literacy: Early Writing	#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

<b>Standard: Learn about numbers, numerical representation, and simple numerical operations</b>					
Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards NCTM	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	2.1, 2.2, 2.11 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					

<b>Standard: Understand patterns, relations and functions</b>					
<b>Indicators</b>	<b>NAEYC Performance Criteria</b>	<b>Head Start Performance Standards</b>	<b>ECERS</b>	<b>PA Academic Standards NCTM</b>	<b>Core body of Knowledge</b>
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)  Outcomes Framework – Mathematics: Geometry and Spatial Sense, Patterns and Measurement	#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					



<b>Standard: Develop concepts of space and shape</b>					
<b>Indicators</b>	<b>NAEYC Performance Criteria</b>	<b>Head Start Performance Standards</b>	<b>ECERS</b>	<b>PA Academic Standards NCTM</b>	<b>Core Body of Knowledge</b>
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)  Outcomes Framework – Mathematics: Geometry and Spatial Sense	#17, #22, #23, #25, #26, #35, #36	2.9, 2.10 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					

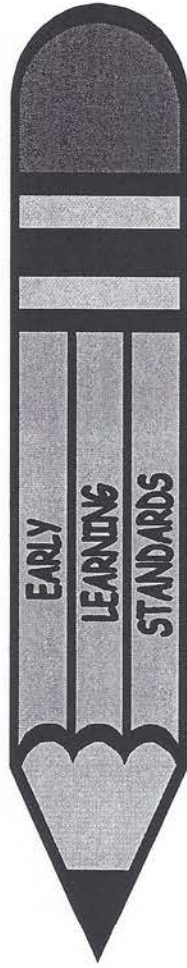
Standard: Develop and use measurement concepts					
Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards NCTM	Core Body of Knowledge
LM 4.1 Demonstrate awareness of measurement attributes (length, volume, weight, area, time and temperature)	B5-d, B7-c	1304.21(a)(1)(iv) 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)  Outcomes Framework – Mathematics: Number and Operations	#17, #22, #23, #25, #26, #35, #36	$\frac{2.3, 2.4}{4}$	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					

<b>Standard: Represent and interpret data</b>					
<b>Indicators</b>	<b>NAEYC Performance Criteria</b>	<b>Head Start Performance Standards</b>	<b>ECERS</b>	<b>PA Academic Standards NCTM</b>	<b>Core Body of Knowledge</b>
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)					



<b>Standard: Reason, predict and problem solve</b>					
<b>Indicators</b>	<b>NAEYC Performance Criteria</b>	<b>Head Start Performance Standards</b>	<b>ECERS</b>	<b>PA Academic Standards NCTM</b>	<b>Core body of Knowledge</b>
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)  Outcomes Framework – Mathematics: Number and Operations	#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



<b>Standard: Develop self concept</b>					
<b>Indicators</b>	<b>NAEYC Performance Criteria</b>	<b>Head Start Performance Standards</b>	<b>ECERS</b>	<b>PA Academic Standards</b>	<b>Core Body of Knowledge</b>
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)  Outcomes Framework – Social and Emotional Development: Self Concept	#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					



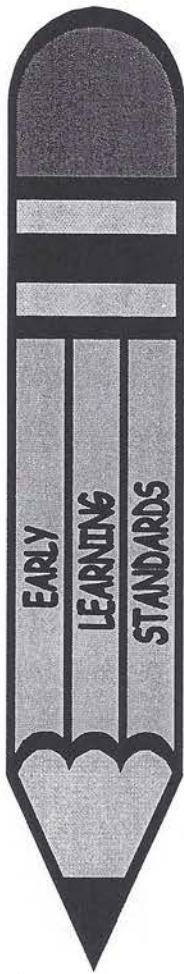
Standard: Develop self-regulation					
Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
PS 2.1 Recognize and label feelings	A-6a, A6-b, A-8b, A-9, A-10, A-11	1304.21(a)(3)(i) 1304.21(a)(3)(i)(B) 1304.21(a)(3)(i)(D) 1304.21(a)(3)(ii)  Outcomes Framework – Social and Emotional Development: Self Control, Cooperation	#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					

<b>Standard: Develop social interactions</b>					
<b>Indicators</b>	<b>NAEYC Performance Criteria</b>	<b>Head Start Performance Standards</b>	<b>ECERS</b>	<b>PA Academic Standards</b>	<b>Core Body of Knowledge</b>
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)  Outcomes Framework – Social and Emotional Development: Self Control, Cooperation	#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					

<b>Standard: Develop self –care and self reliance</b>					
<b>Indicators</b>	<b>NAEYC Performance Criteria</b>	<b>Head Start Performance Standards</b>	<b>ECERS</b>	<b>PA Academic Standards</b>	<b>Core Body of Knowledge</b>
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)(i)(v) 1304.22(d)(i)(2)  Outcomes Framework – Social and Emotional Development: Self Concept, Self Control	#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



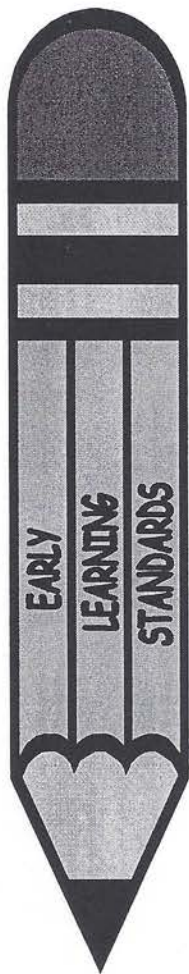
Standard: Develop gross motor coordination					
Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
PH 1.1 Demonstrate control of large body movements	B-4c, B-5d, B-7e	1304.21(1)(5)(i) 1304.21(b)(3)(i) 1304.21(c)(1)(vii)	#7, #8, #10, #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					

<b>Standard: Develop fine motor control</b>					
<b>Indicators</b>	<b>NAEYC Performance Criteria</b>	<b>Head Start Performance Standards</b>	<b>ECERS</b>	<b>PA Academic Standards</b>	<b>Core Body of Knowledge</b>
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					



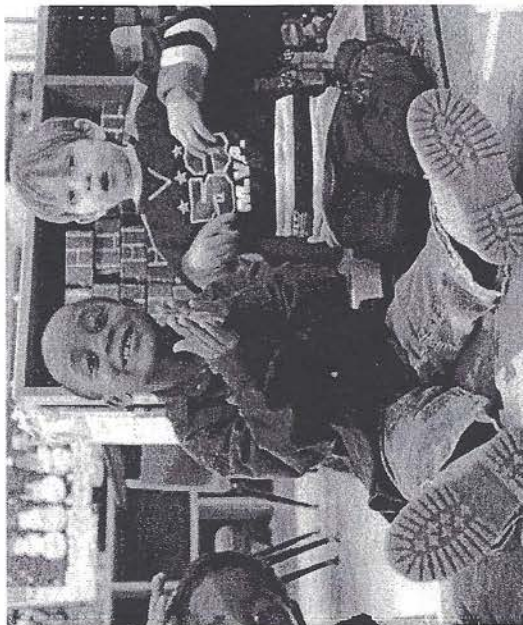
Standard: Engage in healthy and safe practices					
Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
PH 3.1 Demonstrate positive body image	B-7f, B-11, H-17c, I-3	1304.21(a)(6) 1304.21(a)(1)(v) 1304.21(c)(1)(iii) 1304.23(b)(3) 1304.23(c)(1)	#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					
		Outcomes Framework -			

# PROGRAM PARTNERSHIPS



for Pre-Kindergarten

## CROSSWALK



<b>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.</b>					
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
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.		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

<b>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.</b>					
<b>Indicators</b>	<b>NAEYC Performance Criteria</b>	<b>Head Start Performance Standards</b>	<b>ECERS</b>	<b>PA Academic Standards</b>	<b>Core Body of Knowledge</b>
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)**

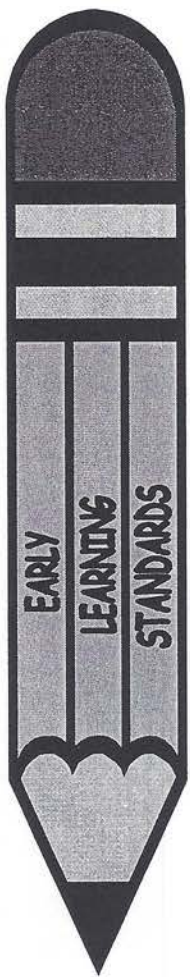
Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
2.5 Program personnel must support families in evaluating the effectiveness of the services received, and in identifying next steps.		1304.20 (b)(1) 1304.20 (b)(2) 1304.20 (b)(3) 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



<b>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.</b>					
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.					

<b>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.</b>					
<b>Indicators</b>	<b>NAEYC Performance Criteria</b>	<b>Head Start Performance Standards</b>	<b>ECERS</b>	<b>PA Academic Standards</b>	<b>Core Body of Knowledge</b>
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



Early Learning Standards for Pre-Kindergarten



<b>Standard: Demonstrate understanding of the process of scientific inquiry</b>					
<b>Indicators</b>	<b>NAEYC Performance Criteria</b>	<b>Head Start Performance Standards</b>	<b>ECERS</b>	<b>PA Academic Standards</b>	<b>Core Body of Knowledge</b>
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)  Outcomes Framework – Science: Scientific Skills and Methods, Scientific Knowledge	#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					

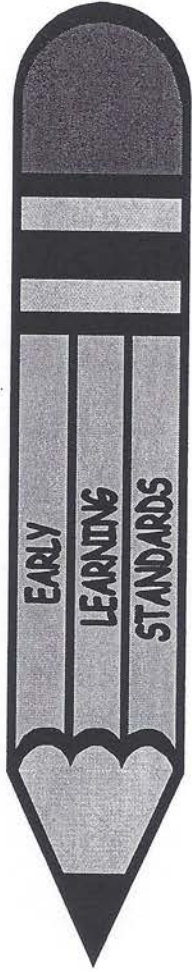
<b>Standard: Acquire knowledge about the characteristics of living things</b>					
<b>Indicators</b>	<b>NAEYC Performance Criteria</b>	<b>Head Start Performance Standards</b>	<b>ECERS</b>	<b>PA Academic Standards</b>	<b>Core Body of Knowledge</b>
SC 2.1 Recognize the difference between living and nonliving 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)	#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					
		Outcomes Framework – Science: Scientific Skills and Methods, Scientific Knowledge			

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)	#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					
Outcomes Framework – Science: Scientific Skills and Methods, Scientific Knowledge					



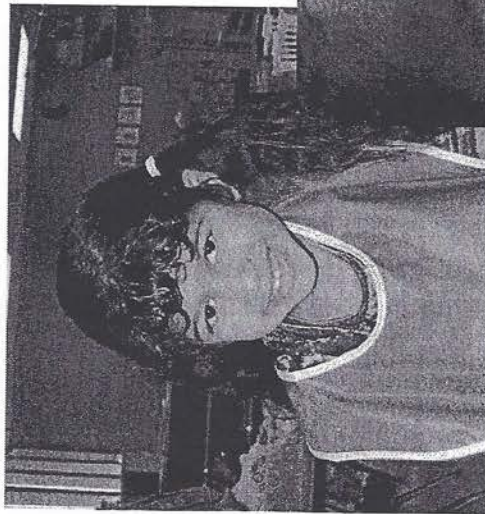
Standard: Acquire knowledge about the earth and space					
Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
SC 4.1 Understand changes in the environment, including weather and seasonal changes	B4, B5-d, B-7c, G-4	1304.21 (a)(4)(i) 1304.21 (c)(1)(i) 1304.21 (c)(1)(ii) 1304.21 (c)(1)(v)  Outcomes Framework – Science: Scientific Skills and Methods, Scientific Knowledge	#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



<b>Standard: Develop an understanding of self within a community</b>						
<b>Indicators</b>		<b>NAEYC Performance Criteria</b>	<b>Head Start Performance Standards</b>	<b>ECERS</b>	<b>PA Academic Standards</b>	<b>Core Body of Knowledge</b>
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)			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					



<b>Standard: Develop understanding of past, present and future</b>					
<b>Indicators</b>	<b>NAEYC Performance Criteria</b>	<b>Head Start Performance Standards</b>	<b>ECERS</b>	<b>PA Academic Standards</b>	<b>Core Body of Knowledge</b>
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)			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					
		Outcomes Framework – Approaches to Learning: Reasoning			

<b>Standard: Develop an understanding of the role of consumers</b>					
<b>Indicators</b>	<b>NAEYC Performance Criteria</b>	<b>Head Start Performance Standards</b>	<b>ECERS</b>	<b>PA Academic Standards</b>	<b>Core Body of Knowledge</b>
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)			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					
		Outcomes Framework – Social and Emotional Development: Knowledge of Families and Communities			