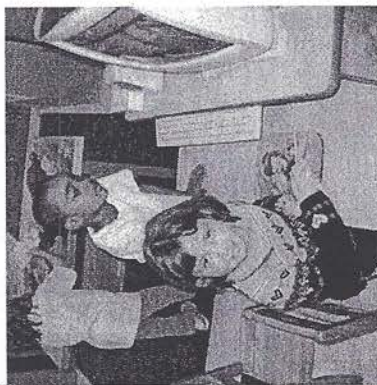


LANGUAGE AND LITERACY



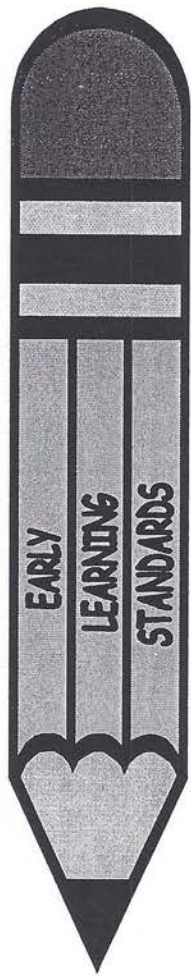
for Pre-Kindergarten

CROSSWALK





RECEPTIVE LANGUAGE

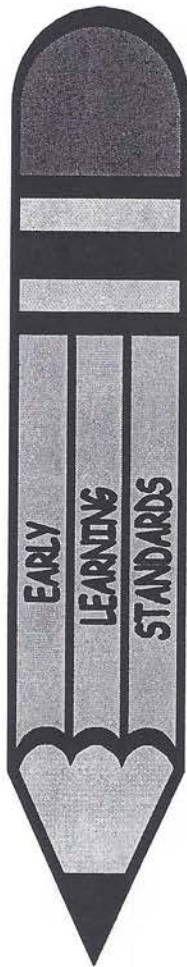


for Pre-Kindergarten

CROSSWALK

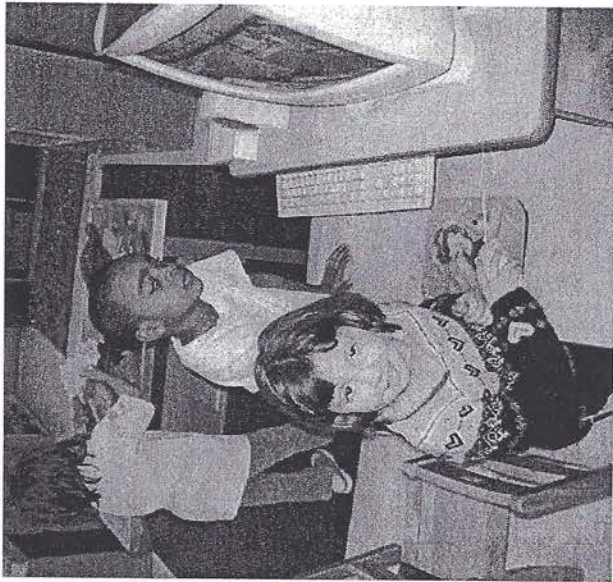
Standard: Develop and expand listening and understanding skills					
Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
RL 1.1 Listen responsively to directions, stories and conversations	A-2, A-3a, A-3b, B5-d, B7-a, B7-b, B7-c, B7-d	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)	#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					
		Outcomes Framework – Language Development: Listening and Understanding, Speaking and Communicating			

EXPRESSIVE LANGUAGE



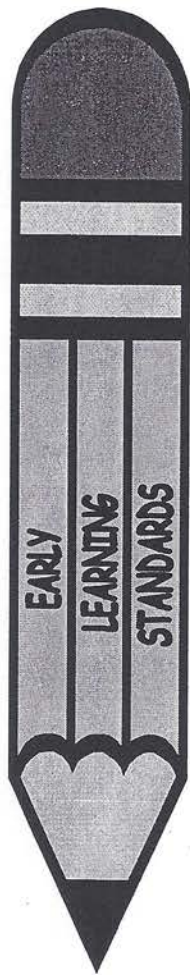
for Pre-Kindergarten

CROSSWALK



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) 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

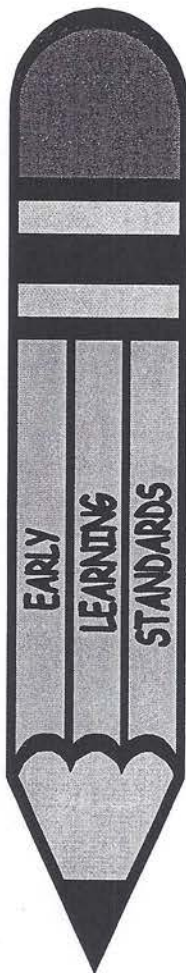


for Pre-Kindergarten

CROSSWALK

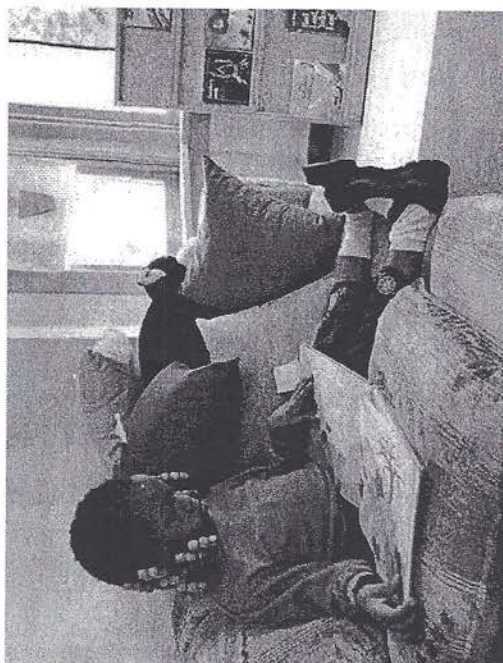
Standard: Comprehends information from written and oral stories and texts					
Indicators	NAEYC Performance Criteria	Head Start Performance Standards	ECERS	PA Academic Standards	Core Body of Knowledge
C 1.1 Retell a simple story in sequence using illustrations in a book or literary props	A-2, A-3a, A-3b,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

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					

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) (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					

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) 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					

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) 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					

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) 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					