

Aligning Curriculum with the Pre-Kindergarten Standards

PA Pre-K Counts and Keystone STARS require that every program utilize a curriculum that is aligned with Pennsylvania's Learning Standards for Early Childhood. Whether it is locally designed, a published resource, or multiple resources, providers must demonstrate the way in which their materials are linked to the Standards, are comprehensive (focusing on all or most of the key learning areas of development) and age appropriate, using the Standards document that best matches the age of the children. This document provides a clear method to show the alignment of curriculum and the Pre-Kindergarten Standards.

An outline of the standards and indicators for each section of the Pre-Kindergarten Standards, to be used as a quick-reference guide, is below. After this guide, there is a grid in which curriculum and other resources may be listed to provide a picture of where in the program each standard is addressed. If you need additional assistance with this format, please contact your Regional Key.

Pre-Kindergarten Standards and Indicators by Key Learning Area

Approaches to Learning

AL 1 Demonstrate initiative and curiosity

- A. Choose to participate in an increasing variety of experiences
- B. Make independent choices
- C. Demonstrate growing eagerness and delight to learn about and discuss a growing range of topics, ideas and tasks
- D. Use multiple strategies and all available senses to explore and learn from the environment

AL 2 Demonstrate engagement and persistence

- A. Show persistence in ability to complete a variety of tasks, activities, projects and experiences
- B. Demonstrate increasing ability to set goals and develop and follow through on plans
- C. Demonstrate capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions

AL 3 Demonstrate reasoning and problem solving skills

- A. Demonstrate a growing ability to predict possible outcomes related to cause and effect
- B. Find more than one solution to a question, task or problem
- C. Seek and/or accept help from others when encountering a problem
- D. Recognize and solve problems through observation, active exploration, trial and error, and interactions and discussions with peers and adults
- E. Classify, compare and contrast objects, events and experiences

AL 4 Demonstrate flexibility, risk-taking and responsibility

- A. Demonstrate increasing ability to differentiate between appropriate and inappropriate (or dangerous) risk-taking
- B. Demonstrate willingness to choose a variety of familiar and new experiences
- C. Accept responsibility for learning through active participation verbally or nonverbally

AL 5 Demonstrate imagination, creativity and invention

- A. Approach tasks and experiences with increased flexibility, imagination and inventiveness
- B. Use or combine materials/strategies in novel ways to explore and solve problems

Creative Arts

CA 9.1 Use a variety of visual art forms for creative expression and representation

- A. Show curiosity and explore visual materials and activities
- B. Demonstrate the ability to represent experiences, thoughts and ideas through the use of visual art forms
- C. Select different media to express emotions and ideas
- D. Show care and persistence in a variety of art projects

CA 9.2 Express self through movement and music

- A. Express self through movement
- B. Show beginning understanding of movement strategies and techniques
- C. Respond to different forms of music
- D. Demonstrate ability to use movement and music

CA 9.3 Participate in a variety of dramatic play experiences

- A. Represent fantasy and real-life experiences through pretend play
- B. Show imagination and creativity in play
- C. Participate in teacher-guided dramatic activities (acting out a story)
- D. Express own ideas through dramatic play activities
- E. Engage in cooperative pretend play with another child

CA 9.4 Show a developing appreciation of a variety of art forms

- A. Understand and share opinions about others' artistic products and experiences
- B. Use oral language to describe or explain art
- C. Use the different elements of creative art
- D. Appreciate listening to a variety of music forms
- E. Recognize and name a variety of art forms

Language and Literacy

RL 1.6 Develop and expand listening and understanding skills (Receptive Language)

- A. Listen responsively to directions, stories and conversations
- B. Follow simple and multiple-step directions
- C. Demonstrate increasing understanding of new vocabulary introduced in conversations, activities, stories or books
- D. Recognize expressions, gestures, and body language cues
- E. Understand that communication occurs in different ways including various languages, devices and gestures
- F. Respond to questions
- G. Demonstrate with increasing understanding that technology can be used to gain information

EL 1.6 Communicate ideas, experiences and feeling for a variety of purposes (Expressive Language)

- H. Speak clearly enough to be understood by most listeners
- I. Recite rhymes, songs, and familiar text
- J. Use an increasingly complex and varied spoken vocabulary
- K. Ask and answer relevant questions and share experiences individually and in groups
- L. Initiate and respond appropriately in conversation and discussions with adults and children
- M. Use verbal and nonverbal language to communicate for a variety of purposes
- N. Use a variety of sentence length and structures with increasing competence
- O. Modulate voice, volume and intonation

C 1.3 Comprehend information from written and oral stories and texts (Comprehension)

- A. Retell a simple story in sequence using illustrations in a book or literary props
- B. Identify beginning, middle and end of a story
- C. Draw connections between story events, personal experiences and other books
- D. Recognize different tones of stories (e.g. happy, sad, excitement)
- E. Identify facts in a selection
- F. Differentiate between real and make believe
- G. Make predictions from what is read, heard or seen in illustrations
- H. Use illustration clues to infer and predict what happens next in a story

L 1.1 Develop an understanding of the sounds of language (phonological awareness)

- A. Recognize similarities and differences in environmental and speech sounds
- B. Develop understanding of word awareness
- C. Progress from matching sounds and rhymes in familiar words, games, songs, finger plays, stories and poems
- D. Recognize that two or more words begin with the same sound (alliteration).
- E. Segment and blends, words into syllables then phonemes
- F. Segment onset and rime.
- G. Identify initial sounds in words
- H. Demonstrate understanding that speech sounds are represented in print by letter sounds

L1.1 Develop and expand awareness of concepts of print

- I. Demonstrate an understanding that symbols represent objects, events or people
- J. Recognize environmental print including logos and signs
- K. Identify a few familiar words in print
- L. Demonstrate an understanding that illustrations and print convey meaning
- M. Preview cover and illustrations prior to a story being read
- N. Demonstrate understanding that text contains information
- O. Demonstrate awareness that print moves from top to bottom and from left to right
- P. 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
- Q. Recognize some conventions of print (e.g. capital letter, period, question mark, and exclamation point)

L 1.2 Develop book knowledge and appreciation

- A. Demonstrate interest in books and stories read aloud
- B. Show growing interest in reading-related activities
- C. Respond and make connections to story events and characters by relating personal experiences
- D. Demonstrate an understanding that different forms of text have different purposes (e.g. books, signs, lists, charts and menus)
- E. Develop book handling skills

L 1.4 Develop increasing understanding of letter knowledge

- A. Show progress in associating the names of letters with their shapes and sounds
- B. Identify at least 10 letters of the alphabet, especially those in their own name
- C. Increase ability to notice the beginning letters in familiar words

L 1.5 Use different forms of writing such as drawing, letter-like forms, invented spelling and conventional forms

- A. Use scribbles to communicate in writing
- B. Use recognizable drawings to express thoughts, feelings and ideas
- C. Use letter-like forms, letters or random letter strings to express thoughts, feelings and ideas
- D. Write own name and other meaningful words
- E. Explore letter sound associations while writing

L 1.5 Understand that writing is a way of communicating for a variety of purposes

- A. Represent stories and experiences through pictures, scribbles, letter-like forms, dictation and play
- B. Understand that writing serves a variety of purposes
- C. Approximate writing to communicate effectively for different audiences and purposes

Logical Mathematics

LM 2.1 Learn about numbers, numerical representation, and simple numerical operations

- A. Use counting and numbers as part of play and as a means for determining quality
- B. Count up to ten objects in meaningful context with emerging one-to-one correspondence
- C. Understand number concepts, vocabulary, quantities and written numerals in meaningful ways
- D. Begin to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to
- E. Develop increased abilities to combine, separate, and name "how many" concrete objects
- F. Use ordinal numbers to describe the position of objects (first, second, third)
- G. Begin to solve problems using numbers

LM 2.8 Understand patterns, relations and functions

- A. Recognize how things are alike (comparisons) and identify objects that belong together (classification)
- B. Sort, categorize, classify and order objects by one attribute
- C. Sort, categorize, classify and order objects by more than one attribute
- D. Order objects by properties (e.g. from small to large, lightest to darkest)
- E. Explain why and how objects are organized
- F. Recognize, describe and extend patterns

LM2.9 Develop concepts of space and shape

- A. Recognize name, describe, build, draw and compare two and three dimensional shapes
- B. Put together and take apart increasingly more difficult shapes
- C. Determine whether or not two shapes are the same size and shape
- D. Recognize geometric shapes in books, artwork, and the environment
- E. Understand directionality, order, and positions of objects, using words such as up, down, over, under, top, bottom, inside, outside, in front of, behind
- F. Show an awareness of symmetry

LM 2.3 Develop and use measurement concepts

- A. Demonstrate awareness of measurement attributes (length, volume, weight, area, time and temperature)
- B. Develop an awareness of seriation. Compare attributes such as length (shorter-taller), size (bigger-smaller), weight (heavier-lighter), in everyday situations
- C. Use standard and non-standard measures in everyday situations

LM 2.6 Represent and interpret data

- A. Gather information about themselves and their surroundings
- B. Contribute data for simple graphs
- C. Organize and display data on graphs using objects and picture

LM 2.5 Reason, predict and problem solve

- A. Make predictions based on observations and information
- B. Use simple strategies to problem solve
- C. Tell others how to solve a problem
- D. Understand that there is more than one way to solve a problem
- E. Develop the ability to compare/contrast solution strategies
- F. Use the language of mathematics to express mathematical ideas

Personal Social

PS 3.1 Develop self concept

- A. Is aware of self and one's own preferences
- B. Show independence in a wide range of activities
- C. Know and state independent thoughts and feelings
- D. Attempt new experiences with confidence and independence
- E. Show pride in accomplishments

PS 3.2 Develop self regulation

- A. Recognize and label feelings
- B. Express feelings, needs, opinions, and wants that are appropriate to the situation
- C. Understand consequences of own behavior
- D. Follow rules and routines in classroom and other settings
- E. Use materials with purpose, safety and respect
- F. Pay attention as required by the task
- G. Make transitions between activities
- H. Follow adult directions
- I. Wait before acting in required situations

PS 3.3 Develop social interactions

- A. Trust familiar adults and close peers
- B. Enter into and initiates play with peers
- C. Enjoy playing with a specific other child in a variety of activities
- D. Respond with empathy to children who are upset and in need
- E. Seek help from peers and adults when needed
- F. Respect the feelings, rights and belongings of others
- G. Cooperate in small and large group activities
- H. Play cooperatively with 2-3 peers for a sustained time
- I. Take turns in games and tasks
- J. Share materials when appropriate
- K. Resolve conflicts with peers with increasing skill

PS 3.4 Develop self care and self reliance

- A. Choose materials and activities independently
- B. Put away materials on own
- C. Show increasing self reliance in self-care activities (e.g. toileting, grooming, dressing, eating)
- D. Recognize situations that are unsafe and behave accordingly

Physical Health

PH 10.4 Develop gross motor coordination

- A. Demonstrate control of large body movements
- B. Exhibit developing balance, strength and stamina
- C. Demonstrate spatial awareness
- D. Demonstrate coordination of body movements
- E. Combine large motor movements with the use of equipment
- F. Combine a sequence of large motor skills
- G. Perform a variety of movement skills alongside and with a partner
- H. Engage in physical activity

PH 10.5 Develop fine motor control

- A. Demonstrate control, strength and dexterity to manipulate objects
- B. Demonstrate spatial awareness
- C. Demonstrate eye-hand coordination
- D. Demonstrate increasing control with writing and drawing implements

PH 10.1 Engage in healthy and safe practices

- A. Demonstrate positive body image
- B. Demonstrate good hygiene
- C. Demonstrate basic disease prevention skills
- D. Demonstrate an awareness of healthy lifestyle practice
- E. Understand the roles of health care and safety providers
- F. Demonstrate increasing responsibility for self help tasks
- G. Identify and avoid risk taking practices
- H. Recognize and follow basic safety rules
- I. Exhibit knowledge about foods and nutrition
- J. Demonstrate awareness of good nutritional practices

Program Partnerships

PP 1: 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.

- A. Programs must provide parents with opportunities to share information about their child including their child's stage of development, interests and skill levels
- B. Programs must work collaboratively with parents to prepare their child for the age appropriate screening process
- C. Programs must conduct, within 45 calendar days of their 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.
- D. 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.
- E. Programs must provide parents with opportunities to enhance their parenting skills, their knowledge and understanding of the developmental needs and abilities of their children, and their observation skills, and their ability to provide nurturing/supportive environments and relationships.

PP 2: 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.

- A. Programs must have current information about community resources and services available to young children and their families.
- B. Programs must provide parents with information on medical, dental, nutrition and mental health education programs in the community
- C. Programs must identify, through family and staff observation and dialogue, the family/child's need for and interest in additional services
- D. 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).
- E. Program personnel must support families in evaluating the effectiveness of the services received, and in identifying next steps.

PP3: 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.

- A. 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
- B. Programs must assist parents as they prepare their children for the new educational setting
- C. Programs must work collaboratively with the receiving program to enhance continuity of experiences for the child
- D. Programs must work collaboratively with the receiving program to determine content and format of transition information to be documented
- E. Programs must transfer relevant child records, with consent of the parents, to the receiving school or program.

PP4: 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.

- A. Provide parents with opportunities to have input on program policies and procedures at least annually
- B. Provide parents with opportunities to participate in annual assessment of program progress
- C. Provide information about the program philosophy, curriculum, operating procedures, volunteer and governance opportunities
- D. Provide information about quality improvement initiatives (such as Keystone Stars)
- E. Provide information about proposed or final regulatory or policy changes affecting the program for their child through newsletters, newspaper articles, bulletin boards, etc.
- F. Provide a means of expressing early concerns and /or resolving concerns about differences between program implementation and parent.

Science

SC 3.2 Demonstrate understanding of the process of scientific inquiry

- A. Show curiosity by asking questions and seeking information
- B. Collect, describe and record information
- C. Use tools and equipment to explore objects
- D. Make and verify predictions
- E. Compare, contract and classify objects and data
- F. Use language that shows understanding of scientific principles
- G. Participate in scientific investigations

SC 3.3 Acquire knowledge about the characteristics of living things

- A. Recognize the difference between living and nonliving things
- B. Notice changes in living things over time
- C. Understand that plants and animals have life cycles
- D. Notice similarities and differences and categories of plant and animals

SC 3.4:Acquire knowledge about the physical properties of objects

- A. Describe, compare and categorize objects, based on their properties
- B. Explore simple machines
- C. Explore, identify and describe changes that occur over time
- D. Use five senses to explore the world
- E. Experiment with the effect of their own actions on objects
- F. Understand that tools perform specific functions

SC 3.4:Acquire knowledge about the earth and space

- A. Understand changes in the environment, including weather and seasonal changes
- B. Investigate properties of rocks, soil and water
- C. Explore the characteristics of the sun, moon, stars and clouds
- D. Understand the importance of natural resources; that the environment provides for the needs of the people
- E. Show beginning understanding of how human activities may change the environment
- F. Participate in a variety of activities that preserve the environment

Social Studies

SS 7.3 Develop an understanding of self within a community

- A. Identify similarities and differences of personal characteristics
- B. Demonstrate an appreciation of one's own characteristics and those of others and others' cultures
- C. Display an awareness of his/her role as a member of a group, such as the family or the class
- D. Show understanding of how individuals work together to achieve group goals
- E. Recognize how things are spatially related to one another
- F. Describe the characteristics of where s/he lives and visits
- G. Identify location and direction
- H. Develop a beginning understanding of maps as representations of actual places

SS 8.1 Develop understanding of past, present and future

- A. Demonstrate understanding of the sequence of event
- B. Understand how things, people and places change over time
- C. Demonstrate an ability to connect new ideas to past experiences

SS 6.1 Develop an understanding of the role of consumers

- A. Demonstrate knowledge about community workers and their roles
- B. Demonstrate an awareness of the uses of money
- C. Develop an understanding of how goods and services are produced and distributed

Alignment Grid Kindergarten Standards

Learning Standard	Where Standard Is Covered in Curriculum	Where Standard Is Addressed in other Resources
Approaches to Learning		
AL 1 Demonstrate initiative and curiosity		
AL 2 Demonstrate engagement and persistence		
AL 3 Demonstrate reasoning and problem solving		
AL 4 Demonstrate flexibility, risk-taking and responsibility		
AL 5 Demonstrate imagination, creativity and invention		
Creative Arts		
9.1 Use a variety of visual art forms for creative expression and representation		

Learning Standard	Where Standard Is Covered in Curriculum	Where Standard Is Addressed in other Resources
9.2 Express self through movement and music		
9.3 Participate in a variety of dramatic play experiences		
9.4 Show a developing appreciation of a variety of art forms		
Language and Literacy		
RL 1.6 Develop and expand listening and understanding skills (Receptive Language)		
EL 1.6 Communicate ideas, experiences and feeling for a variety of purposes (Expressive Language)		
C 1.3 Comprehend information from written and oral stories and texts (Comprehension)		
L 1.1 Develop and understanding of the sounds of language (Phonological Awareness)		



Learning Standard	Where Standard Is Covered in Curriculum	Where Standard Is Addressed in other Resources
L 1.1 Develop and expand awareness of concepts of print		
L 1.2 Develop book knowledge and appreciation		
L 1.4 Develop increasing understanding of letter knowledge		
L 1.5 Use different forms of writing such as drawing, letter-like forms, invented spelling and conventional forms		
L 1.5 Understand that writing is a way of communicating for a variety of purposes		
Logical Mathematics		
LM 2.1 Learn about numbers, numerical representation, and simple numerical operations		
LM 2.8 Understand patterns, relations and functions		

Learning Standard	Where Standard Is Covered in Curriculum	Where Standard Is Addressed in other Resources
LM 2.9 Develop concepts of space and shape		
LM 2.3 Develop and use measurement concepts		
LM 2.6 Represent and interpret data		
LM 2.5 Reason, predict and problem solve		
Personal Social		
PS 3.1 Develop self concept		
PS 3.2 Develop self regulation		
PS 3.3 Develop social interactions		

Learning Standard	Where Standard Is Covered in Curriculum	Where Standard Is Addressed in other Resources
PS 3.4 Develop self care and self reliance		
Physical Health		
PH 10.4 Develop gross motor coordination		
PH 10.5 Develop fine motor control		
PH 10.1 Engage in healthy and safe practices		
Program Partnerships		
PP 1 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. Have written procedures that are consistently implemented to assure that the objectives are met.		
PP 2 Connect parent to necessary and appropriate community services that may help the child and/or family. Have written procedures that are consistently implemented to assure that the objectives are met.		

Learning Standard	Where Standard Is Covered in Curriculum	Where Standard Is Addressed in other Resources
<p>PP 3 Work with parent to identify strengths and needs of their child to facilitate successful transition for the child from one setting to another. Have written procedures that are consistently implemented to assure that the objectives are met.</p>		
<p>PP 4 Work with parents to participate in governance of the program, being informed of ECE services and establishing effective services for children in the community. Have written procedures that are consistently implemented to assure that the objectives are met.</p>		
<p>Science</p>		
<p>SC 3.2 Demonstrate understanding of the process of scientific inquiry</p>		
<p>SC 3.3 Acquire knowledge about the characteristics of living things</p>		
<p>SC 3.4 Acquire knowledge about the physical properties of objects</p>		
<p>SC 3.5 Acquire knowledge about the earth and space</p>		

Learning Standard	Where Standard Is Covered in Curriculum	Where Standard Is Addressed in other Resources
Social Studies		
SS 7.3 Develop an understanding of self within a community		
SS 8.1 Develop understanding of past, present and future		
SS 6.1 Develop an understanding of the role of consumers		