<table>
<thead>
<tr>
<th>Pennsylvania Learning Standards for Early Childhood</th>
<th>Head Start Early Learning Outcomes Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Approaches To Learning Through Play</strong> (14)</td>
<td></td>
</tr>
<tr>
<td>Standard Area AL.1: Constructing and Gathering Knowledge (3)</td>
<td>Goal P-ATL 11 Child shows interest in and curiosity about the world around them</td>
</tr>
<tr>
<td>Curiosity and Initiative</td>
<td>• Ask questions and seeks new information</td>
</tr>
<tr>
<td>AL.1.PK.A Explore and ask questions to seek meaningful information about a growing range of topics, ideas and tasks.</td>
<td>• Is willing to participate in new activities or experiences even if they are perceived as challenging</td>
</tr>
<tr>
<td>• Utilize senses to explore and learn from the environment</td>
<td>• Demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities</td>
</tr>
<tr>
<td>• Show interest and interact with peers about their work or actions</td>
<td></td>
</tr>
<tr>
<td>• Demonstrate interest in new materials and experiences that are introduced into the classroom</td>
<td></td>
</tr>
<tr>
<td>• Ask questions to understand something (e.g. “How does that work?”)</td>
<td></td>
</tr>
<tr>
<td>• Watch peers play and ask to join in</td>
<td></td>
</tr>
<tr>
<td>Risk Taking AL.1.PK.B Demonstrate a willingness to participate in new and challenging experiences.</td>
<td>Goal P-ATL 11 Child shows interest in and curiosity about the world around them</td>
</tr>
<tr>
<td>• Actively explore new materials that are introduced into the classroom</td>
<td>• Demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities</td>
</tr>
<tr>
<td>• Observe peers engaged in an unfamiliar or new activity before joining in.</td>
<td></td>
</tr>
<tr>
<td>• Listen attentively to learn proper technique for a new skill, and then follow through using the learned technique</td>
<td></td>
</tr>
<tr>
<td>• State discomfort at trying something new, but make attempts to try after encouragement</td>
<td></td>
</tr>
<tr>
<td>• Differentiate between appropriate and inappropriate methods for learning information (e.g. understand that jumping from a high wall is a dangerous way to discover its height)</td>
<td></td>
</tr>
<tr>
<td>Stages of Play AL.1.PK.C Engage in complex play sequences with two or more children.</td>
<td>Goal P-ATL 6 Child maintains focus and sustains attention with minimal adult support</td>
</tr>
<tr>
<td>• Use materials and objects to represent other objects</td>
<td>• Engages in purposeful play for extended periods of time</td>
</tr>
<tr>
<td>• Initiate cooperative play with peers by establishing roles and a simple play scenario (e.g. act out a doctor’s office scenario, assigning a doctor and patients)</td>
<td></td>
</tr>
<tr>
<td>• Extend play scenarios over more than one day</td>
<td></td>
</tr>
<tr>
<td>• Incorporate personal experiences and themes learned into play scenarios</td>
<td></td>
</tr>
<tr>
<td>• Engage in simple games with rules with adult reminders and support</td>
<td></td>
</tr>
<tr>
<td>Standard Area AL.2: Organizing and Understanding Information (5)</td>
<td>Goal P – ATL 6 Child maintains focus and sustains attention with minimal adult support</td>
</tr>
<tr>
<td>Engagement and Attention AL.2.PK.A Work toward completing a task, even if challenging, and despite interruptions.</td>
<td>• Mains focus on activities for extended periods of time, such as</td>
</tr>
<tr>
<td>• State when they are being distracted</td>
<td></td>
</tr>
</tbody>
</table>
### Pennsylvania Learning Standards for Early Childhood

- State when they are frustrated by a challenge
- Move away from distractions in order to complete a task

**Task Analysis**  
AL.2.PK.B  
**Independently break simple tasks into steps and complete them one at a time.**  
- Attend and follow through on two step directions  
- Explain a routine sequence  
- Relate the steps necessary to complete a task or activity  
- Relate the desired outcome or end goal of a task or activity

**Persistence**  
AL.2.PK.C  
**Attempt to accomplish challenging tasks by employing familiar and new strategies as needed.**  
- Attempt to complete a task in more than one way (e.g. using materials in new ways, trial and error, breaking tasks into steps) before asking for help or stopping due to frustration  
- Stick to a task after stating frustration  
- Show pride in completion of a challenging task

**Patterning**  
AL.2.PK.D  
**Recognize and extend simple patterns.**  
- Identify patterns in the environment (e.g. stripes on a flag)  
- Clap out rhythmic patterns  
- Practice extending simple repeating patterns using manipulatives

**Memory**  
AL.2.PK.E  
**Retain and recall information presented over a short period of time.**  
- Relate information and/or experiences from the past  
- Remember and update simple information (e.g. one’s place in a story, song or game if interrupted)  
- Engage in memory games  
- Recall details from stories, events, and experiences

### Head Start Early Learning Outcomes Framework

- 15 minutes or more

**Goal P – ATL 8**  
Child holds information in mind and manipulates it to perform tasks  
- Accurately recounts recent experiences in the correct order and includes relevant detail  
- Successfully follows detailed, multi-step directions, sometimes with reminders

**Goal P – ATL 7**  
Child persists in tasks  
- Completes tasks that are challenging or less preferred despite frustration, either by persisting independently or seeking help from an adult or other child

**Goal P – ATL 9**  
Child demonstrates flexibility in thinking and behavior  
- Tries different strategies to complete work or solve problems including with other children

**Goal P – MATH 7**  
Child understands simple patterns  
- Duplicates simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on a rug. Extends patterns, such as making an eight block tower of the same pattern that was demonstrated with four blocks

**Standard Area AL.3: Applying Knowledge (3)**

**Creativity**  
Goal P-ATL 12
<table>
<thead>
<tr>
<th>Pennsylvania Learning Standards for Early Childhood</th>
<th>Head Start Early Learning Outcomes Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use music, art and/or stories to express ideas, thoughts, and feelings.</strong></td>
<td>Child expresses creativity in thinking and communication</td>
</tr>
<tr>
<td>• Reference 9.1.M.PK.E; 9.1.D.PK.E; 9.1.V.PK.E; 1.4.PK.M; 1.5.PK.E</td>
<td>• Uses multiple means of communication to creatively express thoughts, feelings, or ideas</td>
</tr>
<tr>
<td><strong>Invention</strong></td>
<td><strong>Goal P – ATL 13</strong></td>
</tr>
<tr>
<td><strong>Produce and explain the purpose for a new creation.</strong></td>
<td>Child uses imagination in play and interactions with others</td>
</tr>
<tr>
<td>• Engage in a variety of creative activities</td>
<td>• Uses imagination with materials to create stories or works of art</td>
</tr>
<tr>
<td>• Describe or draw a desired product (e.g. create a blueprint for a block structure)</td>
<td></td>
</tr>
<tr>
<td>• Answer questions to explain the purpose of a creation</td>
<td></td>
</tr>
<tr>
<td>• Show pride in a creation</td>
<td></td>
</tr>
<tr>
<td><strong>Representation</strong></td>
<td><strong>Goal P-ATL 13</strong></td>
</tr>
<tr>
<td><strong>Use materials and objects to represent new concepts.</strong></td>
<td>Child uses imagination in play and interactions with others</td>
</tr>
<tr>
<td>• Use non-conforming objects to create representations of real life objects or activities (e.g. block for a phone, stick for a spoon)</td>
<td>• Uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel</td>
</tr>
<tr>
<td>• Use real life objects to represent make-believe or fantasy objects (e.g. spoon for a magic wand, broom for a flying horse)</td>
<td></td>
</tr>
<tr>
<td><strong>Standard Area AL.4: Learning Through Experience (3)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Making Connections</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Relate knowledge learned from one experience to a similar experience in a new setting.</strong></td>
<td></td>
</tr>
<tr>
<td>• Relate personal (e.g. home, cultural, community) experiences during play, and other school activities</td>
<td></td>
</tr>
<tr>
<td>• Understand that appropriate activities and events may differ from home to school</td>
<td></td>
</tr>
<tr>
<td>• Share new skills or tasks learned or practiced outside of school setting (e.g. “Mommy taught me how to tie my shoe”, demonstrate a forward roll that was learned in a weekend gymnastics class)</td>
<td></td>
</tr>
<tr>
<td>• Practice skills learned in whole group demonstration or role play during center exploration</td>
<td></td>
</tr>
<tr>
<td>• Apply a skill to multiple tasks (e.g. use measuring cups in sensory table, outside, and in cooking activity)</td>
<td></td>
</tr>
<tr>
<td><strong>Resiliency</strong></td>
<td><strong>Goal P – SE 8</strong></td>
</tr>
<tr>
<td><strong>Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.</strong></td>
<td>Child manages emotions with increasing independence</td>
</tr>
<tr>
<td>• Reference 16.1.PK.C</td>
<td>• Use a range of coping strategies to manage emotions with the support of an adult, such as using words or taking deep breaths</td>
</tr>
<tr>
<td>Pennsylvania Learning Standards for Early Childhood</td>
<td>Head Start Early Learning Outcomes Framework</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td><strong>Problem Solving</strong></td>
<td><strong>Goal P – ATL 9</strong></td>
</tr>
<tr>
<td>AL.4.PK.C</td>
<td>Child demonstrates flexibility in thinking</td>
</tr>
<tr>
<td><strong>Attempt problem solving activities to achieve a</strong></td>
<td>and behavior</td>
</tr>
<tr>
<td><strong>positive outcome.</strong></td>
<td>• Tries different strategies to complete</td>
</tr>
<tr>
<td></td>
<td>work or solve problems including with other</td>
</tr>
<tr>
<td>• Try new ways to complete a familiar task</td>
<td>children</td>
</tr>
<tr>
<td>• Attempt to complete a task in more than one way</td>
<td>• Discuss the different ways used to</td>
</tr>
<tr>
<td>(e.g. using materials in new ways, trial and</td>
<td>accomplish a task or to solve a problem</td>
</tr>
<tr>
<td>error, breaking tasks into steps) before</td>
<td>• Recall and use a previously successful</td>
</tr>
<tr>
<td>asking for help or stopping due to frustration</td>
<td>strategy</td>
</tr>
<tr>
<td>• Ask questions to clarify problems</td>
<td>• Change plan if a better strategy presents</td>
</tr>
<tr>
<td>• Discuss the different ways used to accomplish</td>
<td>itself</td>
</tr>
<tr>
<td>a task or to solve a problem</td>
<td>• Observe mistakes and note the effectiveness</td>
</tr>
<tr>
<td>• Recall and use a previously successful</td>
<td>of a difference solution (e.g. “That didn’t</td>
</tr>
<tr>
<td>strategy</td>
<td>work because …”)</td>
</tr>
<tr>
<td>• Change plan if a better strategy presents</td>
<td>• Demonstrate increasing flexibility in a</td>
</tr>
<tr>
<td>itself</td>
<td>variety of situations, task, and activities</td>
</tr>
<tr>
<td>• Observe mistakes and note the effectiveness of</td>
<td></td>
</tr>
<tr>
<td>a difference solution (e.g. “That didn’t work</td>
<td></td>
</tr>
<tr>
<td>because …”)</td>
<td></td>
</tr>
<tr>
<td>• Demonstrate increasing flexibility in a</td>
<td></td>
</tr>
<tr>
<td>variety of situations, task, and activities</td>
<td></td>
</tr>
</tbody>
</table>

**Language and Literacy Development (46)**

<table>
<thead>
<tr>
<th>Standard Area 1.1 Foundational Skills (5)</th>
<th>Language and Literacy Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Book Handling</strong></td>
<td><strong>Goal P – LIT 2</strong></td>
</tr>
<tr>
<td>1.1 PK.A</td>
<td>Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print)</td>
</tr>
<tr>
<td><strong>Practice appropriate book handling</strong></td>
<td><strong>Goal P – LIT 2</strong></td>
</tr>
<tr>
<td><strong>skills.</strong></td>
<td>Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print)</td>
</tr>
<tr>
<td>• Orient a book correctly</td>
<td>• Understands that written words are made up of a group of individual letters</td>
</tr>
<tr>
<td>• Turn pages in order</td>
<td><strong>Goal P – LIT 3</strong></td>
</tr>
<tr>
<td>• Use pointers or finger to track print</td>
<td>Child identifies letters of the alphabet and produces correct sounds associated with letters</td>
</tr>
<tr>
<td>on charts, posters, environmental print</td>
<td><strong>Goal P – LIT 1</strong></td>
</tr>
<tr>
<td>or in books</td>
<td>• Names 18 upper and 15 lower – case letters</td>
</tr>
<tr>
<td>• Practice tracking from top to bottom</td>
<td><strong>Goal P – LIT 3</strong></td>
</tr>
<tr>
<td>and left to right with scaffolding</td>
<td>Child identifies letters of the alphabet and produces correct sounds associated with letters</td>
</tr>
</tbody>
</table>

**Print Concepts**

| 1.1 PK.B                                  | **Goal P – LIT 2** |
| **Identify basic features of print.**     | Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print) |
| • Differentiate between numbers and       | **Goal P – LIT 3** |
|   letters and letters and words           | Child identifies letters of the alphabet and produces correct sounds associated with letters |
| • Recognize and name some upper and lower | **Goal P – LIT 1** |
|   case letters of the alphabet             | Child identifies letters of the alphabet and produces correct sounds associated with letters |

**Phonological Awareness**

<table>
<thead>
<tr>
<th><strong>Goal P – LIT 1</strong></th>
<th><strong>Goal P – LIT 3</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Child identifies letters of the alphabet and produces correct sounds associated with letters</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.1 PK.B</th>
<th><strong>Goal P – LIT 2</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identify basic features of print.</strong></td>
<td>Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print)</td>
</tr>
<tr>
<td>• Differentiate between numbers and</td>
<td><strong>Goal P – LIT 3</strong></td>
</tr>
<tr>
<td>letters and letters and words</td>
<td>Child identifies letters of the alphabet and produces correct sounds associated with letters</td>
</tr>
<tr>
<td>• Recognize and name some upper and lower</td>
<td><strong>Goal P – LIT 1</strong></td>
</tr>
<tr>
<td>case letters of the alphabet</td>
<td>Child identifies letters of the alphabet and produces correct sounds associated with letters</td>
</tr>
<tr>
<td>Pennsylvania Learning Standards for Early Childhood</td>
<td>Head Start Early Learning Outcomes Framework</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td><strong>1.1 PK.C</strong>&lt;br&gt;Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</td>
<td>Child demonstrates awareness that spoken language is composed of smaller segments of sound</td>
</tr>
<tr>
<td>• Recognize rhyming words</td>
<td>• Provides one or more words that rhyme with a single given target, such as “What rhymes with log?”</td>
</tr>
<tr>
<td>• Recognize when two or more words begin with the same sound (alliteration)</td>
<td>• Produces the beginning sound in a spoken word, such as “Dog begins with /d/.”</td>
</tr>
<tr>
<td>• Count syllables in spoken words</td>
<td>• Provides a word that fits with a group of words sharing an initial sound, with adult support, such as “Sock, Sara, and song all start with the /s/ sounds. What else starts with the /s/ sound?”</td>
</tr>
<tr>
<td>• Isolate and pronounce initial sounds</td>
<td>Goal P – LIT 3</td>
</tr>
<tr>
<td>• Segment single-syllable spoken words into phonemes</td>
<td>Child identifies letters of the alphabet and produces correct sounds associated with letters</td>
</tr>
<tr>
<td></td>
<td>• Knows the sounds associated with several letters</td>
</tr>
<tr>
<td><strong>Phonics and Word Recognition</strong>&lt;br&gt;1.1.PK.D</td>
<td><strong>Goal P – LIT 1</strong></td>
</tr>
<tr>
<td><strong>Develop beginning phonics and word skills.</strong></td>
<td>Child demonstrates awareness that spoken language is composed of smaller segments of sound</td>
</tr>
<tr>
<td>• Associate some letters with their names and sounds</td>
<td>• Provides a word that fits with a group of words sharing an initial sound, with adult support, such as “Sock, Sara, and song all start with the /s/ sounds. What else starts with the /s/ sound?”</td>
</tr>
<tr>
<td>• Identify familiar words and environmental print</td>
<td></td>
</tr>
<tr>
<td><strong>Fluency</strong>&lt;br&gt;1.1.PK.E</td>
<td><strong>Goal P – LIT 4</strong></td>
</tr>
<tr>
<td><strong>Emerging to: Read emergent reader text with purpose and understanding.</strong></td>
<td>Child demonstrates an understanding of narrative structure through storytelling/retelling</td>
</tr>
<tr>
<td>• Recite rhymes, songs, and familiar text while tracking with a finger or pointer</td>
<td>• Re-tells or acts out a story that</td>
</tr>
<tr>
<td>• Apply knowledge of letters, word and sounds to read simple sentences</td>
<td></td>
</tr>
<tr>
<td>• Assemble letters to form words and words to form sentences and (pretend) to read the words or sentences back</td>
<td></td>
</tr>
</tbody>
</table>

**Standard Area 1.2 Reading Informational Text (10)**

**Key Ideas and Details- Main Idea**

**1.2.PK.A**

**With prompting and support, retell key details of text that support a provided main idea.**

• Know that the details of a text can be used to support a main
<table>
<thead>
<tr>
<th>Pennsylvania Learning Standards for Early Childhood</th>
<th>Head Start Early Learning Outcomes Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Ideas and Details- Text Analysis</strong></td>
<td><strong>Goal P – LIT 5</strong></td>
</tr>
<tr>
<td>1.2.PK.B <strong>Answer questions about a text.</strong></td>
<td>Child asks and answers questions about a book that was read aloud</td>
</tr>
<tr>
<td>• Use specific details from the text to answer questions</td>
<td>• Answers questions about details of a story with increasingly specific information, such as when asked “Who was Mary?” response “She was the girl who was riding the horse and then got hurt.”</td>
</tr>
<tr>
<td>• Answer “who” or “what the text is about</td>
<td>• Provides a summary of a story, highlighting a number of the key ideas in the story and how they relate</td>
</tr>
<tr>
<td>• Answer “how” and/or “why” questions using specifics from the text</td>
<td><strong>Goal P – LC 6</strong></td>
</tr>
<tr>
<td></td>
<td>Child understands and uses a wide variety of words for a variety of purposes</td>
</tr>
<tr>
<td><strong>Craft and Structure- Text Structure</strong></td>
<td><strong>Goal P – LC 6</strong></td>
</tr>
<tr>
<td>1.1 PK.E <strong>Identify the front cover, back cover and title page of a book.</strong></td>
<td>Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print)</td>
</tr>
<tr>
<td>• Relate that texts are organized in a predictable format</td>
<td>• Identifies book parts and features, such as the front, back, title, and author</td>
</tr>
<tr>
<td>• Identify the title page of a book</td>
<td><strong>Goal P – LC 6</strong></td>
</tr>
<tr>
<td>• Identify the front cover of a book</td>
<td>Child understands and uses a wide variety of words for a variety of purposes</td>
</tr>
<tr>
<td>• Identify the back cover of a book</td>
<td>• With support, forms guesses about the meaning of new words from context clues</td>
</tr>
<tr>
<td><strong>Craft and Structure-Vocabulary</strong></td>
<td><strong>Goal P – LC 6</strong></td>
</tr>
<tr>
<td>1.2. PK.F <strong>With prompting and support, answer questions about unfamiliar words read aloud from a text.</strong></td>
<td>Child understands and uses a wide variety of words for a variety of purposes</td>
</tr>
<tr>
<td>• Participate in discussions about unfamiliar words</td>
<td>• With support, forms guesses about the meaning of new words from context clues</td>
</tr>
<tr>
<td>• Connect prior understandings to unfamiliar words</td>
<td><strong>Integration of Knowledge and Ideas</strong></td>
</tr>
<tr>
<td>**1.2. PK.G <strong>With prompting and support, answer questions to connect</strong></td>
<td><strong>1.2. PK.G</strong></td>
</tr>
<tr>
<td>Pennsylvania Learning Standards for Early Childhood</td>
<td>Head Start Early Learning Outcomes Framework</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>illustrations to the written word.</td>
<td></td>
</tr>
<tr>
<td>• Retell a simple sequence in a text using picture support</td>
<td></td>
</tr>
<tr>
<td>• Match pictures to ideas, objects, or steps in a sequence</td>
<td></td>
</tr>
<tr>
<td>• Describe pictures in a text in detail to answer specific questions about the text</td>
<td></td>
</tr>
<tr>
<td>Integration of Knowledge and Ideas – Analysis Across Texts</td>
<td></td>
</tr>
<tr>
<td>1.2.PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.</td>
<td></td>
</tr>
<tr>
<td>• Recognize that texts have similar components that can be compared and contrasted (e.g. main ideas, details)</td>
<td></td>
</tr>
<tr>
<td>• Participate in strategies that provide opportunities to compare and contrast texts and/or components of texts (e.g. Venn diagrams, T-charts)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Acquisition and Use 1.2.PK.J Use new vocabulary and phrases acquired in conversations and being read to.</td>
<td></td>
</tr>
<tr>
<td>• Talk about pictures using new vocabulary words or phrases</td>
<td></td>
</tr>
<tr>
<td>• Use new vocabulary in the context of dramatic play, daily routines and classroom conversations</td>
<td></td>
</tr>
<tr>
<td>• Begin to use new vocabulary when asking questions or describing situations or objects</td>
<td></td>
</tr>
<tr>
<td>Vocabulary/Acquisition and Use 1.2.PK.K With prompting and support, clarify unknown words or phrases read aloud.</td>
<td></td>
</tr>
<tr>
<td>• Recognize words or phrases that are unfamiliar to them</td>
<td></td>
</tr>
<tr>
<td>• Ask, “What does that mean?”</td>
<td></td>
</tr>
<tr>
<td>• Talk about connections between familiar and unfamiliar words or phrases that mean similar things (e.g. grass, lawn)</td>
<td></td>
</tr>
<tr>
<td>Range of Reading 1.2.PK.L With prompting and support, actively engage in group reading activities with purpose and understanding.</td>
<td></td>
</tr>
<tr>
<td>• Ask and answer questions about text being read aloud</td>
<td></td>
</tr>
<tr>
<td>• Share relevant prior knowledge about text being read aloud</td>
<td></td>
</tr>
<tr>
<td>• Respond to and build on comments from other children</td>
<td></td>
</tr>
</tbody>
</table>

Goal P – LC 6
Child understands and uses a wide variety of words for a variety of purposes
• Demonstrates the use of multiple (2 – 3) new words or signs a day during play and other activities
• Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions
• With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word “cocoon” when learning about the life-cycle of caterpillars, or “cylinder” when learning about 3-D shapes

Goal P – LC 6
Child understands and uses a wide variety of words for a variety of purposes
• Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions
<table>
<thead>
<tr>
<th>Pennsylvania Learning Standards for Early Childhood</th>
<th>Head Start Early Learning Outcomes Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use ideas gained in group reading activities in other daily routines, learning centers, and activities</td>
<td>Goal P – LIT 4 Child demonstrates an understanding of narrative structure through storytelling/retelling</td>
</tr>
</tbody>
</table>

**Standard 1.3: Reading Literature (11)**

**Key Ideas and Details—Theme**

1.3.PK.A

**With prompting and support, retell a familiar story in a sequence with picture support.**

- Retell a story in sequential order using various materials

**Goal P – LIT 4**

Child demonstrates an understanding of narrative structure through storytelling/retelling

- Re-tells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause and effect relationships

**Key Ideas and Details—Text Analysis**

1.3.PK.B

**Answer questions about a particular story (who, what, how, when, and where).**

- Use specific details from the story to answer questions

**Goal P – LIT 5**

Child asks and answers questions about a book that was read aloud

- Answers questions about details of a story with increasingly specific information, such as when asked “Who was Mary?” response “She was the girl who was riding the horse and then got hurt.”
- Provides a summary of a story, highlighting a number of the key ideas in the story and how they relate

**Key Ideas and Details—Literacy Elements**

1.3.PK.C

**With prompting and support, answer questions to identify characters, settings, and major events in a story.**

- Demonstrate understanding that “setting” is where a story takes place
- Demonstrate understanding that “characters” are people or animals who have a role in the story
- Respond to questions and prompts about characters, settings and events during a read aloud

**Goal P – LIT 4**

Child demonstrates an understanding of narrative structure through storytelling/retelling

- Re-tells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause and effect relationships
- Identifies characters and main events in books and stories

**Craft and Structure Point of View**

1.3.PK.D

**With prompting and support, name the author and illustrator of a story.**

- Understand that an author writes the story
- Understand that the illustrator draws the pictures

**Goal P – LIT 2**

Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print)

- Identifies book parts and features, such as the front, back, title, and
<table>
<thead>
<tr>
<th>Pennsylvania Learning Standards for Early Childhood</th>
<th>Head Start Early Learning Outcomes Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Craft and Structure- Text Structure 1.3. PK.E</td>
<td>Goal P – LIT 2</td>
</tr>
<tr>
<td><strong>With prompting and support, recognize common types of text.</strong></td>
<td>Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print)</td>
</tr>
<tr>
<td>• Understand that different types of texts are used for different purposes</td>
<td>• Understand that print is organized differently for different purposes, such as a note, list, or storybook</td>
</tr>
<tr>
<td>• Understand that a storybook has characters, setting, and actions associated with words and, most often, illustrations</td>
<td>Goal P – LC 6</td>
</tr>
<tr>
<td>• Understand that a poem consists of words arranged in patterns of sound (e.g. rhyming words, alliteration)</td>
<td>Child understands and uses a wide variety of words for a variety of purposes</td>
</tr>
<tr>
<td>• Tell if a text is storybook or poem</td>
<td>• With support, forms guesses about the meaning of new words from context clues</td>
</tr>
<tr>
<td>• Differentiate between real and make-believe</td>
<td>Integration of Knowledge and Ideas Sources 1.3.PK.G</td>
</tr>
<tr>
<td>Craft and Structure-Vocabulary 1.3. PK.F</td>
<td><strong>Describe pictures in books using detail.</strong></td>
</tr>
<tr>
<td><strong>Answer questions about unfamiliar words read aloud from a story.</strong></td>
<td>• Attach action and descriptive words to illustrations (e.g. “That man in the yellow hat is running fast”)</td>
</tr>
<tr>
<td>• Participate in discussions about unfamiliar words</td>
<td>Integration of Knowledge and Ideas Text Analysis 1.3.PK.H</td>
</tr>
<tr>
<td>• Connect prior understandings to unfamiliar words</td>
<td><strong>Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.</strong></td>
</tr>
<tr>
<td></td>
<td>• Understand that characters within the same story or characters from different stories can be compared and contrasted</td>
</tr>
<tr>
<td></td>
<td>• Participate in strategies that provide opportunities to compare and contrast the experiences of characters (e.g. Venn diagrams, T-charts, dramatic play)</td>
</tr>
<tr>
<td></td>
<td>Vocabulary Acquisition &amp; Use Strategies 1.3.PK.I</td>
</tr>
<tr>
<td><strong>With prompting and support, clarify unknown words or phrases read aloud.</strong></td>
<td>Goal P – LC 6</td>
</tr>
<tr>
<td>• Recognize words or phrases that are unfamiliar to them</td>
<td>Child understands and uses a wide variety of words for a variety of purposes</td>
</tr>
<tr>
<td>• Ask, “What does that mean?”</td>
<td>• Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions</td>
</tr>
<tr>
<td>• Talk about connections between familiar and unfamiliar words or phrases that mean similar things (e.g. grass, lawn)</td>
<td>Vocabulary Acquisition and Use 1.3.PK.J</td>
</tr>
<tr>
<td><strong>Use new vocabulary and phrases acquired in conversations and being read to.</strong></td>
<td>Goal P – LC 6</td>
</tr>
<tr>
<td>• Talk about pictures using new vocabulary words or phrases</td>
<td>Child understands and uses a wide variety of words for a variety of purposes</td>
</tr>
<tr>
<td>• Use new vocabulary in the context of dramatic play, daily</td>
<td>• Demonstrates the use of multiple (2 – 3) new words or signs a day during play and other activities</td>
</tr>
<tr>
<td>Pennsylvania Learning Standards for Early Childhood</td>
<td>Head Start Early Learning Outcomes Framework</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>routines and classroom conversations • Begin to use new vocabulary when asking questions or describing situations or objects</td>
<td>• With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word “cocoon” when learning about the life-cycle of caterpillars, or “cylinder” when learning about 3-D shapes</td>
</tr>
</tbody>
</table>

**Range of Reading**

1.3.PK.K

**With prompting and support, actively engage in group reading activities with purpose and understanding.**

- Ask and answer questions about story or poem being read aloud
- Share relevant prior knowledge about text being read aloud
- Respond to and build on comments from other children
- Use ideas gained in group reading activities in other daily routines, learning centers, and activities

**Informative/Explanatory**

1.4.PK.A

**Draw/dictate to compose informative/explanatory texts examining a topic.**

- Use illustration/dictation to convey meaning about a particular topic
- Create a picture about a nonfiction topic and talk about it with the teacher

**Goal P – LIT 6**

Child writes for a variety of purposes using increasingly sophisticated marks

- Writes (draws, illustrates) for a variety of purposes and demonstrates evidence of many aspects of print conventions, such as creating a book that moves from left to right

**Informative / Explanatory Focus**

1.4.PK.B

**With prompting and support, draw/dictate about one specific topic.**

- Create a picture about a nonfiction topic and talk about it with the teacher

**Informative / Explanatory Organization**

1.4.PK.C

**With prompting and support, generate ideas to convey information.**

- Brainstorm ideas for pictures and stories
- Tell teacher what she/he will draw

**Informative/ Explanatory Organization**

1.4.PK.D

**With prompting and support, make logical connections between drawing and dictation.**

- Understand that words are connected to print
- Work with teacher to create words or sentences that relate to drawings

**Informative / Explanatory Conventions**

1.4.PK.F

**Emerging to...Spell simple words phonetically.**

**Goal P – LIT 6**

Child writes for a variety of purposes using increasingly sophisticated marks
<table>
<thead>
<tr>
<th>Pennsylvania Learning Standards for Early Childhood</th>
<th>Head Start Early Learning Outcomes Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Write symbols, letters, or letter-like shapes</td>
<td>• Attempts to independently write some words using invented spelling, such as K for kite</td>
</tr>
<tr>
<td>• Attempt to reproduce own name and/or simple words, with most letters correct</td>
<td>• Writes first name correctly or close to correctly</td>
</tr>
</tbody>
</table>

Narrative
1.4.PK.M
**Dictate narratives to describe real or imagined experiences or events.**
- Use illustration/dictation to convey meaning about an experience or event
- Create a picture about an experience or event and talk about it with the teacher

Narrative Focus
1.4.PK.N
**Establish “who” and “what” the narrative will be about.**
- Generate ideas for writing
- Understand that “who” a story will be about refers to the person, animal, or animated object that the story will be about
- Understand that “what” a story will be about refers to the sequenced events that happen to the referenced “who”
- Respond when asked “who” or “what” a story is about, and follow through when drawing about or dictating the story

Narrative Content
1.4.PK.O
**With prompting and support, describe experiences and events.**
- When prompted, provide details (e.g. descriptive words, feelings and thoughts of the character) to further develop a story
- Tell teacher what she/he has drawn/written about

Narrative Organization
1.4.PK.P
**Recount a single event and tell about the events in the order in which they occurred.**
- Understand that stories can be told about a single event
- Understand that a single event is made up of a series of smaller events that are in a sequence (before, next, end)
- Respond with a logical sequence of events when asked “what” their story is about

Narrative Conventions of Language
1.4.PK.R
**Emerging to: Spell simple words phonetically.**
- Write symbols, letters, or letter like shapes
- Attempt to reproduce own name and/or simple words, with most letters correct

Goal P – LIT 6
Child writes for a variety of purposes using increasingly sophisticated marks
- Attempts to independently write some words using invented spelling, such as K for kite
- Writes first name correctly or close to correctly

Production and Distribution of Writing Process
### Pennsylvania Learning Standards for Early Childhood

<table>
<thead>
<tr>
<th>Standard Area 1.5 Speaking and Listening (6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension and Collaboration- Collaborative Discussion 1.5.PK.A</td>
</tr>
<tr>
<td><strong>Participate in collaborative conversations with peers and adults in small and larger groups.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Head Start Early Learning Outcomes Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal P – LIT 6</strong></td>
</tr>
<tr>
<td>Child writes for a variety of purposes using increasingly sophisticated marks</td>
</tr>
<tr>
<td>• Creates a variety of written products that may or may not phonetically relate to intended messages</td>
</tr>
<tr>
<td>• Shows an interest in copying simple words posted in the classroom</td>
</tr>
<tr>
<td>• Attempts to independently write some words using invented spelling, such as K for kite</td>
</tr>
<tr>
<td>• Writes first name correctly or close to correctly</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pennsylvania Learning Standards for Early Childhood</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.4.PK.T</strong></td>
</tr>
<tr>
<td><strong>With guidance and support from adults and peers, respond to questions and suggestions, add details as needed.</strong></td>
</tr>
<tr>
<td>• Understand that drawings and dictations can convey meaning to an audience</td>
</tr>
<tr>
<td>• Understand that stories may have to be changed to make meaning more clear</td>
</tr>
<tr>
<td>• Share work with others</td>
</tr>
<tr>
<td>• Participate in discussions about their work</td>
</tr>
<tr>
<td>• When prompted, make changes to work based on feedback</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conducting Research 1.4.PK.V</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic.</strong></td>
</tr>
<tr>
<td>• Ask adults for explanations or information using why, how, where and when questions (e.g. “Why do leaves turn colors?”, “Why doesn’t Jamal like pizza?”)</td>
</tr>
<tr>
<td>• Use a variety of resources (e.g. adults and peers, books, digital media, maps, recipes, experts) to find new information</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credibility, Reliability, and Validity of Sources 1.4.PK.W</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>With guidance and support, recall information from experiences or books.</strong></td>
</tr>
<tr>
<td>• Respond to prompts which require reference to prior experiences</td>
</tr>
<tr>
<td>• Relate prior experiences and learning to a current topic</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Range of Writing 1.4.PK.X</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Emerging to:</strong> <strong>Write routinely over short time frames.</strong></td>
</tr>
<tr>
<td>• Engage in writing opportunities including journaling</td>
</tr>
<tr>
<td>• Ask teacher to “write down the words” of his/her story or to his/her drawing</td>
</tr>
<tr>
<td>• Ask to revisit previous work</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard Area 1.5 Speaking and Listening (6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension and Collaboration- Collaborative Discussion 1.5.PK.A</td>
</tr>
<tr>
<td><strong>Participate in collaborative conversations with peers and adults in small and larger groups.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Head Start Early Learning Outcomes Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal P – LC 4</strong></td>
</tr>
<tr>
<td>Child understands, follows, and uses appropriate social and conversational rules</td>
</tr>
<tr>
<td>• Maintains multi-turn</td>
</tr>
</tbody>
</table>
# 2014 Pennsylvania Learning Standards for Early Childhood

## Pre-Kindergarten Head Start Early Learning Outcomes Framework

### CROSSWALK

<table>
<thead>
<tr>
<th>Pennsylvania Learning Standards for Early Childhood</th>
<th>Head Start Early Learning Outcomes Framework</th>
</tr>
</thead>
</table>
| • Communicate using detail related to topic being discussed  
• Pose questions related to topic being discussed  
• Allow wait time before responding  
• Engage in turn taking | conversations with adults, other children, and within larger groups by responding in increasingly sophisticated ways, such as asking related questions or expressing agreement |
| **Comprehension and Collaboration Critical Listening**  
1.5.PK.B  
**Answer questions about key details in a text read aloud or information presented orally or through other media.**  
• Respond to a question with an answer or details related to the topic being discussed | **Goal P – LC 1**  
Child attends to communication and language from others  
• Uses verbal and non-verbal signals appropriately to acknowledge the comments or questions of others |
| **Comprehension and Collaboration Evaluating**  
1.5.PK.C  
**Respond to what a speaker says in order to follow directions, seek help, or gather information.**  
• Follow two-step directions  
• Act upon or respond to simple statements and questions showing understanding of intent | **Goal P – LC 2**  
Child understands and responds to increasingly complex communication and language from others  
• Shows an ability to recall (in order) multiple step directions  
• Demonstrates an understanding of a variety of questions types, such as “Yes/No?” or “Who/What/When/Where?” or “How/Why?” |
| **Presentation of Knowledge and Ideas Purpose, Audience, and**  
1.5.PK.D  
**Use simple sentences; share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences.**  
• Talk about stories, experiences, and interests using some detail  
• Use appropriate volume to be heard by group, paying attention to inside and outside voices  
• Use appropriate pacing when speaking | **Goal P – LC 3**  
Child varies the amount of information provided to meet the demands of the situation  
• Usually provides sufficient detail in order to get needs met, such as explaining a point of difficulty in a task or sharing a request from home with the teacher |
| **Goal P – LC 5**  
Child expresses self in increasingly long, detailed, and sophisticated ways  
• Communicates clearly enough to be understood by adults across a range of situations. Pronunciation errors and grammatical errors are isolate and infrequent. Shows proficiency with prepositions, regular/irregular past tense, possessives, and noun-verb agreement  
• Typically, uses complete sentences of more than 5 words |  |
## 2014 Pennsylvania Learning Standards for Early Childhood

### Pre-Kindergarten Head Start Early Learning Outcomes Framework

**CROSSWALK**

<table>
<thead>
<tr>
<th>Pennsylvania Learning Standards for Early Childhood</th>
<th>Head Start Early Learning Outcomes Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>with complex structures, such as sentences involving sequence and causal relations</td>
</tr>
<tr>
<td></td>
<td>• Can produce and organize multiple sentences on a topic, such as giving directions or telling a story, including information about the past or present or things not physically present, and answer a variety of question types</td>
</tr>
</tbody>
</table>

### Presentation of Knowledge and Ideas Context

**1.5.PH.E**

**Use simple sentences; express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.**

- Talk about personal thoughts, feelings, and ideas
- Use appropriate volume to be heard by group, paying attention to inside and outside voices
- Use appropriate pacing when speaking

**Goal P – LC 3**

Child varies the amount of information provided to meet the demands of the situation

- Usually provides sufficient detail in order to get needs met, such as explaining a point of difficulty in a task or sharing a request from home with the teacher

### Conventions of Standard English

**1.5.PK.G**

**Demonstrate command of the conventions of standard English when speaking based on pre-kindergarten level and content.**

- Speak in complete sentences that contain more than three words
- Use past tense
- Use plurals including those which do not end in “s”
- Use pronouns
- Use a variety of prepositions

**Goal P – LC 5**

Child expresses self in increasingly long, detailed, and sophisticated ways

- Communicates clearly enough to be understood by adults across a range of situations. Pronunciation errors and grammatical errors are isolate and infrequent. Shows proficiency with prepositions, regular/irregular past tense, possessives, and noun-verb agreement
- Typically, uses complete sentences of more than 5 words with complex structures, such as sentences involving sequence and causal relations
- Can produce and organize multiple sentences on a topic, such as giving directions or telling a story, including information about the past or present or things not physically present, and answer a variety of question types

### Mathematical Thinking and Expression (12)

**Standard Area 2.1: Numbers and Operation (4)**

**Counting and Cardinality**

**2.1 PK.A.1**

**Goal P – MATH 1**

Child knows number names and the count
<table>
<thead>
<tr>
<th>Pennsylvania Learning Standards for Early Childhood</th>
<th>Head Start Early Learning Outcomes Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Know number names and the count sequence.</strong></td>
<td>sequence</td>
</tr>
<tr>
<td>• Name numerals up to 10</td>
<td>• Counts verbally or signs to at least 20 by ones</td>
</tr>
<tr>
<td>• Rote count up to 20</td>
<td>Goal P – MATH 5</td>
</tr>
<tr>
<td>• Match a numeral to a set of 0-10 objects</td>
<td>Child associates a quantity with written numbers up to 5 and begins to write numbers</td>
</tr>
<tr>
<td>• Represent a number of objects with a written numeral 0-10</td>
<td>• Associates a number of objects with a written numeral 0-5</td>
</tr>
<tr>
<td>• Differentiate numerals from letters</td>
<td>• Recognizes and, with support, writes some numerals up to 10</td>
</tr>
<tr>
<td>• Counts on when a specific number is provided</td>
<td></td>
</tr>
</tbody>
</table>

**Counting and Cardinality**

**2.1 PK.A.2**

**Count to tell the number of objects.**

- Subitize (visually quantify) to determine how many: attach a numerical value to a set of objects without counting up to 6
- Use one-to-one correspondence when counting to 10
- State the total number of objects counted, demonstrating understanding that the last number named tells the number of objects counted
- Use counting and numbers as part of play and as a means for determining quantity

**Goal P – MATH 2**

Child recognizes the number of objects in a small set

- Instantly recognizes, without counting, small quantities of up to 5 objects and says or signs the number

**Goal P – MATH 3**

Child understands the relationship between numbers and quantities

- When counting objects, says or signs the number names in order, pairing one number word that corresponds with one object, up to at least 10
- Counts and answers “How many?” questions for approximately 10 objects
- Understands that the last number said represents the number of objects in a set

**Counting and Cardinality: Comparing**

**2.1 .PK.A.3**

**Compare numbers.**

- Create sets of objects with same and different amounts
- Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10
- Compare two numbers between 1 and 5 when presented as written numerals
- Practice use of mathematical vocabulary to compare numbers of objects

**Goal P – MATH 4**

Child compares numbers

- Identifies whether the number of objects in one group is more than, less than, or the same as objects in another group for up to at least five objects

**Mathematical Processes**

**2.1.PK.MP**

**Use mathematical processes when quantifying, comparing, representing, and modeling numbers.**
<table>
<thead>
<tr>
<th>Pennsylvania Learning Standards for Early Childhood</th>
<th>Head Start Early Learning Outcomes Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Engage in numerical play</td>
<td></td>
</tr>
<tr>
<td>• Persist in numerical play (Reference AL.2.PK.C)</td>
<td></td>
</tr>
<tr>
<td>• When prompted, communicate thinking while engaged in numerical play</td>
<td></td>
</tr>
<tr>
<td>• Talk and listen to peers during numerical play</td>
<td></td>
</tr>
<tr>
<td>• Use common forms of numerical representation (e.g. fingers, tally marks, dots) Use simple forms of numerical representations (e.g. pictures, objects, fingers)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard Area 2.2: Algebraic Concepts (2)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Operations and Algebraic Thinking   2.2 .PK.A.1</td>
<td></td>
</tr>
<tr>
<td>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</td>
<td></td>
</tr>
<tr>
<td>• Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations</td>
<td></td>
</tr>
<tr>
<td>• Explain adding and subtracting sets of objects up to and including six, using basic math vocabulary (e.g. putting together, adding to, taking away, taking apart, taking from)</td>
<td></td>
</tr>
<tr>
<td>• Join sets of objects</td>
<td></td>
</tr>
<tr>
<td>• Separate sets of objects</td>
<td></td>
</tr>
<tr>
<td>• Add objects to a set and tell a number story about it</td>
<td></td>
</tr>
<tr>
<td>Goal P – MATH 6</td>
<td>Child understands addition as adding to and understands subtraction as taking away from</td>
</tr>
<tr>
<td></td>
<td>• Represents addition and subtraction in different ways, such as with fingers, objects, and drawings</td>
</tr>
<tr>
<td></td>
<td>• Add and subtracts up to 5 to or from a given number</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard Area 2.3: Geometry (3)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Geometric Identification 2.3.PK.A.1</td>
<td></td>
</tr>
<tr>
<td>Identify and describe shapes.</td>
<td></td>
</tr>
<tr>
<td>• Describe objects in the environment using names of shapes</td>
<td></td>
</tr>
<tr>
<td>• Recognize and describe the attributes of geometric figures</td>
<td></td>
</tr>
<tr>
<td>• Describe the relative positions of objects using terms such as above, below, beside, in front of, behind, and next to</td>
<td></td>
</tr>
<tr>
<td>• Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (solid)</td>
<td></td>
</tr>
<tr>
<td>Goal P – MATH 9</td>
<td>Child identifies, describes, compares, and composes shapes</td>
</tr>
<tr>
<td></td>
<td>• Correctly names basic shapes regardless of size and orientation</td>
</tr>
<tr>
<td>Goal P – MATH 10</td>
<td>Child explores the positions of objects in space</td>
</tr>
<tr>
<td></td>
<td>• Understands and uses language related to directionality, order, and the position of objects, including up/down, and in front/behind</td>
</tr>
<tr>
<td>Pennsylvania Learning Standards for Early Childhood</td>
<td>Head Start Early Learning Outcomes Framework</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
</tbody>
</table>
| **2.3.PK.A.2**  
Analyze, compare, create, and compose shapes.  
- Analyze and compare two-and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes  
- Model shapes in the world by building shapes from components and drawing shapes  
- Use geoboards to create shapes with rubber bands  
- Use simple shapes to compose larger shapes | **Goal P – MATH 9**  
Child identifies, describes, compares, and composes shapes  
- Analyzes, compares and sorts two- and three-dimensional shapes and objects in different sizes. Describes their similarities, differences, and other attributes, such as size and shape  
- Creates and builds shapes from components |
| **2.3.PK.MP**  
Use mathematical processes when drawing, constructing, modeling, and representing shapes.  
- Engage in geometric play  
- Persist in geometric play (Reference AL.2.PK.C)  
- Problem solve during geometric play (Reference AL.4.PK.C)  
- When prompted, communicate thinking while engaged in geometric play  
- Talk and listen to peers during geometric play  
- Problem solve during geometric play (Reference AL.4.PK.C) | |

**Standard Area 2.4: Measurement, Data and Probability (3)**

| Measurement and Data  
2.4.PK.A.1  
**Describe and compare measurable attributes of length and weights of everyday objects.**  
- Recognize attributes of objects that can be measured  
- Measure objects using non-standard items (e.g. hands, shoes, yarn, blocks)  
- Practice use of standard measurement tools  
- Practice using measurement vocabulary  
- Sort and order by one attribute  
- Use ordinal number words to describe the position of objects (first, second, last)  
- Compare two objects with a measureable attribute in common to see which object has “more of”/“less of” the attribute and describe the difference | **Goal P – MATH 8**  
Child measures objects by their various attributes using standard and non-standard measurement. Uses differences to make comparisons.  
- Measures using the same unit, such as putting together snap cubes to see how tall a book is  
- Compares or orders up to 5 objects based on their measurable attributes, such as height or weight |
| **2.4 PK.A.2**  
Classify objects and count the number of objects in each category.  
- Classify up to 10 objects using one attribute into categories  
- Display the number of objects in each category  
- Count and compare the quantities of each category to describe which category has “more of”/“less of” the attribute | **Goal P – MATH 8**  
Child measures objects by their various attributes using standard and non-standard measurement. Uses differences to make comparisons.  
- Compares or orders up to 5 objects based on their measurable attributes, such as height or weight |
### Pennsylvania Learning Standards for Early Childhood

**2.1.PK.MP**

*Use mathematical processes when measuring; representing, organizing, and understanding data.*

- Engage in activities that include measuring, representing, organizing, and understanding data
- Persist in activities that include measuring, representing, organizing, and understanding data (Reference AL.2.PK.C)
- Problem solve in activities that include measuring, representing, organizing, and understanding data (Reference AL.4.PK.C)
- When prompted, communicate thinking while engaged in activities that include measuring, representing, organizing, and understanding data
- Talk and listen to peers during activities that include measuring, representing, organizing, and understanding data

### Scientific Thinking and Expression: Exploring, Inquiry and Discovery

#### Standard Area 3.1.A Biological Sciences: Living and Non-living Organisms (5)

**Common Characteristics of Life**

3.1.PK.A.1

**Recognize the difference between living and non-living things.**

- Sort objects by living and non-living
- Categorize common living things into plants and animals

#### Energy Flow

3.1.PK.A.2

**Identify basic needs of plants (water and light) and animals (food, water and light).**

- Categorize common living things into plants and animals
- State that living things need air, food and water to survive
- Observe the effect of darkness and light on growing plants

### Head Start Early Learning Outcomes Framework

**Goal P – SCI 3**

*Child compares and categorizes observable phenomena*

- Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound

*Child observes and describes observable phenomena (objects, materials, organisms, and events)*

- Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations

**Goal P – SCI 3**

*Child compares and categorizes observable phenomena*

- Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound

*Child observes and describes observable phenomena (objects, materials, organisms, and events)*

- Identifies the five senses (smell, touch, sight, sound, taste) and uses
<table>
<thead>
<tr>
<th>Pennsylvania Learning Standards for Early Childhood</th>
<th>Head Start Early Learning Outcomes Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>teeth, growing out of clothing, beans sprouting)</td>
<td>them to make observations</td>
</tr>
<tr>
<td>• Care for plants and animals in the classroom</td>
<td>Goal P – SCI 3</td>
</tr>
<tr>
<td></td>
<td>Child compares and categorizes observable</td>
</tr>
<tr>
<td></td>
<td>phenomena</td>
</tr>
<tr>
<td></td>
<td>• Categorizes by sorting observable</td>
</tr>
<tr>
<td></td>
<td>phenomena into groups based on attributes</td>
</tr>
<tr>
<td></td>
<td>such as appearance, weight, function,</td>
</tr>
<tr>
<td></td>
<td>ability, texture, odor, and sound</td>
</tr>
<tr>
<td></td>
<td>Goal P – SCI 5</td>
</tr>
<tr>
<td></td>
<td>Child plans and conducts investigations</td>
</tr>
<tr>
<td></td>
<td>and experiments</td>
</tr>
<tr>
<td></td>
<td>• Uses senses and simple tools to</td>
</tr>
<tr>
<td></td>
<td>observe, gather, and record data</td>
</tr>
<tr>
<td></td>
<td>Goal P – SCI 6</td>
</tr>
<tr>
<td></td>
<td>Child analyzes results, draws conclusions,</td>
</tr>
<tr>
<td></td>
<td>and communicates results</td>
</tr>
<tr>
<td></td>
<td>• Analyzes and interprets data and</td>
</tr>
<tr>
<td></td>
<td>summarizes results of investigation</td>
</tr>
<tr>
<td>Form and Function</td>
<td></td>
</tr>
<tr>
<td>3.1. PK.A.5</td>
<td></td>
</tr>
<tr>
<td><strong>Name basic parts of living things.</strong></td>
<td></td>
</tr>
<tr>
<td>• Tell the parts of a person, an animal or a</td>
<td></td>
</tr>
<tr>
<td>plant</td>
<td></td>
</tr>
<tr>
<td>• Draw a picture of a person, an animal or plant</td>
<td></td>
</tr>
<tr>
<td>including most of the major observable features</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Goal P – SCI 2</td>
</tr>
<tr>
<td></td>
<td>Child engages in scientific talk</td>
</tr>
<tr>
<td></td>
<td>• Uses scientific practice words or signs,</td>
</tr>
<tr>
<td></td>
<td>such as observe, describe, compare, contrast,</td>
</tr>
<tr>
<td></td>
<td>question, predict, experiment, reflect,</td>
</tr>
<tr>
<td></td>
<td>cooperate, or measure</td>
</tr>
<tr>
<td>Science and Inquiry</td>
<td></td>
</tr>
<tr>
<td>3.1. PK.A.9</td>
<td></td>
</tr>
<tr>
<td>**Participate in simple investigations about</td>
<td></td>
</tr>
<tr>
<td>living and/or non-living things to answer a</td>
<td></td>
</tr>
<tr>
<td>question or to test a prediction.</td>
<td></td>
</tr>
<tr>
<td>• Ask questions about objects, organisms, and</td>
<td></td>
</tr>
<tr>
<td>events</td>
<td></td>
</tr>
<tr>
<td>• Use the five senses and simple equipment to</td>
<td></td>
</tr>
<tr>
<td>gather data</td>
<td></td>
</tr>
<tr>
<td>• Collect objects during a nature walk</td>
<td></td>
</tr>
<tr>
<td>• Describe observations accurately</td>
<td></td>
</tr>
<tr>
<td>• Compare observations with others</td>
<td></td>
</tr>
<tr>
<td>• Make a prediction about the result of the</td>
<td></td>
</tr>
<tr>
<td>experiment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Goal P – SCI 1</td>
</tr>
<tr>
<td></td>
<td>Child observes and describes observable</td>
</tr>
<tr>
<td></td>
<td>phenomena (objects, materials, organisms,</td>
</tr>
<tr>
<td></td>
<td>and events)</td>
</tr>
<tr>
<td></td>
<td>• Identifies the five senses (smell, touch,</td>
</tr>
<tr>
<td></td>
<td>sight, sound, taste) and uses them to make</td>
</tr>
<tr>
<td></td>
<td>observations</td>
</tr>
<tr>
<td></td>
<td>• Uses observational tools to extend the</td>
</tr>
<tr>
<td></td>
<td>five senses, such as a magnifying glass,</td>
</tr>
<tr>
<td></td>
<td>microscope, binoculars, or stethoscope</td>
</tr>
<tr>
<td></td>
<td>• Represents observable phenomena with</td>
</tr>
<tr>
<td></td>
<td>pictures, diagrams, and 3-D models</td>
</tr>
<tr>
<td></td>
<td>Goal P – SCI 2</td>
</tr>
<tr>
<td></td>
<td>Child engages in scientific talk</td>
</tr>
<tr>
<td></td>
<td>• Uses scientific practice words or signs,</td>
</tr>
<tr>
<td></td>
<td>such as observe, describe, compare, contrast,</td>
</tr>
<tr>
<td></td>
<td>question, predict, experiment, reflect,</td>
</tr>
<tr>
<td></td>
<td>cooperate, or measure</td>
</tr>
<tr>
<td>Pennsylvania Learning Standards for Early Childhood</td>
<td>Head Start Early Learning Outcomes Framework</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>cooperate, or measure</td>
<td>Goal P – SCI 3</td>
</tr>
<tr>
<td>• Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal or object</td>
<td>Child compares and categorizes observable phenomena</td>
</tr>
<tr>
<td></td>
<td>• Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound</td>
</tr>
<tr>
<td></td>
<td>• Uses measurement tools, such as a ruler, balance scale, eye dropper, unit blocks, thermometer, or measuring cup to quantify similarities and differences of observable phenomena</td>
</tr>
<tr>
<td></td>
<td>Goal P – SCI 4</td>
</tr>
<tr>
<td></td>
<td>Child asks a question, gathers, information, and makes predictions</td>
</tr>
<tr>
<td></td>
<td>• Asks questions that can be answered through an investigation</td>
</tr>
<tr>
<td></td>
<td>• Gathers information about a question by looking at books or discussing prior knowledge and observations</td>
</tr>
<tr>
<td></td>
<td>• Makes predictions and brainstorms solutions based on background knowledge and experiences</td>
</tr>
<tr>
<td></td>
<td>Goal P – SCI 5</td>
</tr>
<tr>
<td></td>
<td>Child plans and conducts investigations and experiments</td>
</tr>
<tr>
<td></td>
<td>• Articulates steps to be take and lists materials needed for an investigation or experiment</td>
</tr>
<tr>
<td></td>
<td>• Implement steps and uses materials to explore testable questions</td>
</tr>
<tr>
<td></td>
<td>• Uses senses and simple tools to observe, gather, and record data</td>
</tr>
<tr>
<td></td>
<td>Goal P – SCI 6</td>
</tr>
<tr>
<td></td>
<td>Child analyzes results, draws conclusions, and communicates results</td>
</tr>
<tr>
<td></td>
<td>• Analyzes and interprets data and</td>
</tr>
</tbody>
</table>
### Pennsylvania Learning Standards for Early Childhood

#### Head Start Early Learning Outcomes Framework

<table>
<thead>
<tr>
<th>Pennsylvania Learning Standards for Early Childhood</th>
<th>Head Start Early Learning Outcomes Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>summarizes results of investigation</td>
<td>• Draws conclusions, constructs explanations, and verbalizes cause and effect relationships</td>
</tr>
<tr>
<td>• Draws conclusions, constructs explanations, and verbalizes cause and effect relationships</td>
<td>• With adult support, compares results to initial prediction and offers evidence as to why they do or do not work. Generate new testable questions based on results.</td>
</tr>
<tr>
<td>• With adult support, compares results to initial prediction and offers evidence as to why they do or do not work. Generate new testable questions based on results.</td>
<td>• Communicates results, solutions, and conclusions through a variety of methods</td>
</tr>
</tbody>
</table>

### Standard Area 3.1.B Biological Sciences: Genetics (2)

#### Heredity
3.1.PK.B.1
**Recognize and compare physical characteristics of living things from the same species.**
- Note things that are similar among family members when looking at photographs
- Identify characteristics of own family (e.g. hair color, eye color and height)
- Match parent animal with offspring

#### Science as Inquiry
3.1.PK.B.6
**Participate in simple investigations of physical characteristics of living things from same species to answer a question or to test a prediction.**
- Ask questions about objects, organisms, and events
- Use the five senses and simple equipment to gather data
- Describe observations accurately
- Compare observations with others
- Describe observable patterns in objects
- Make a prediction about the results of the experiment
- Ask questions about objects, organisms, and events

### Goal P – SCI 3
Child compares and categorizes observable phenomena
- Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound

### Goal P – SCI 1
Child observes and describes observable phenomena (objects, materials, organisms, and events)
- Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations
- Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope
- Represents observable phenomena with pictures, diagrams, and 3-D models

### Goal P – SCI 2
Child engages in scientific talk
- Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure
- Uses scientific content words when investigating and describing
<table>
<thead>
<tr>
<th>Pennsylvania Learning Standards for Early Childhood</th>
<th>Head Start Early Learning Outcomes Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>observable phenomena, such as parts of a plant, animal or object</td>
<td></td>
</tr>
<tr>
<td>Goal P – SCI 3</td>
<td></td>
</tr>
<tr>
<td>Child compares and categorizes observable phenomena</td>
<td></td>
</tr>
<tr>
<td>• Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound</td>
<td></td>
</tr>
<tr>
<td>• Uses measurement tools, such as a ruler, balance scale, eye dropper, unit blocks, thermometer, or measuring cup to quantify similarities and differences of observable phenomena</td>
<td></td>
</tr>
<tr>
<td>Goal P – SCI 4</td>
<td></td>
</tr>
<tr>
<td>Child asks a question, gathers, information, and makes predictions</td>
<td></td>
</tr>
<tr>
<td>• Asks questions that can be answered through an investigation</td>
<td></td>
</tr>
<tr>
<td>• Gathers information about a question by looking at books or discussing prior knowledge and observations</td>
<td></td>
</tr>
<tr>
<td>• Makes predictions and brainstorms solutions based on background knowledge and experiences</td>
<td></td>
</tr>
<tr>
<td>Goal P – SCI 5</td>
<td></td>
</tr>
<tr>
<td>Child plans and conducts investigations and experiments</td>
<td></td>
</tr>
<tr>
<td>• Articulates steps to be take and lists materials needed for an investigation or experiment</td>
<td></td>
</tr>
<tr>
<td>• Implement steps and uses materials to explore testable questions</td>
<td></td>
</tr>
<tr>
<td>• Uses senses and simple tools to observe, gather, and record data</td>
<td></td>
</tr>
<tr>
<td>Goal P – SCI 6</td>
<td></td>
</tr>
<tr>
<td>Child analyzes results, draws conclusions, and communicates results</td>
<td></td>
</tr>
<tr>
<td>• Analyzes and interprets data and summarizes results of investigation</td>
<td></td>
</tr>
<tr>
<td>• Draws conclusions, constructs</td>
<td></td>
</tr>
</tbody>
</table>
### Pennsylvania Learning Standards for Early Childhood

#### Head Start Early Learning Outcomes Framework

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unifying Themes (Constancy and Change</strong></td>
<td><strong>Child engages in scientific talk</strong></td>
<td><strong>Child observes and describes observable phenomena (objects, materials, organisms, and events)</strong></td>
</tr>
<tr>
<td><strong>3.1.PK.C.3</strong></td>
<td><strong>• Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure</strong></td>
<td><strong>• Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations</strong></td>
</tr>
<tr>
<td><strong>Describe changes that occur in animals.</strong></td>
<td><strong>• Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope</strong></td>
<td><strong>• Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal or object</strong></td>
</tr>
<tr>
<td>• Identify changes that occur in animals during the seasons</td>
<td><strong>• Represents observable phenomena with pictures, diagrams, and 3-D models</strong></td>
<td><strong>Goal P – SCI 3</strong></td>
</tr>
<tr>
<td>• Describe that some animals, such as bear, hibernate when it gets cold</td>
<td><strong>Child compares and categorizes</strong></td>
<td><strong>Child engages in scientific talk</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Science as Inquiry</strong></th>
<th><strong>3.1.PK.C.4</strong></th>
<th><strong>Goal P – SCI 2</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participate in simple investigations of changes in animals to answer a question or to test a prediction.</strong></td>
<td><strong>Child observes and describes observable phenomena (objects, materials, organisms, and events)</strong></td>
<td><strong>Child engages in scientific talk</strong></td>
</tr>
<tr>
<td>• Ask questions about objects, organisms, and events</td>
<td><strong>• Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure</strong></td>
<td><strong>• Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal or object</strong></td>
</tr>
<tr>
<td>• Use the five senses and simple equipment to gather data</td>
<td><strong>• Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope</strong></td>
<td><strong>Goal P – SCI 3</strong></td>
</tr>
<tr>
<td>• Describe observations accurately</td>
<td><strong>• Represents observable phenomena with pictures, diagrams, and 3-D models</strong></td>
<td><strong>Child compares and categorizes</strong></td>
</tr>
<tr>
<td>• Compare observations with others</td>
<td><strong>Child engages in scientific talk</strong></td>
<td><strong>Goal P – SCI 2</strong></td>
</tr>
<tr>
<td>• Describe observable patterns in objects</td>
<td><strong>• Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal or object</strong></td>
<td><strong>Child engages in scientific talk</strong></td>
</tr>
<tr>
<td>• Make a prediction about the results of the experiment</td>
<td><strong>Goal P – SCI 3</strong></td>
<td><strong>Child compares and categorizes</strong></td>
</tr>
</tbody>
</table>
### Pennsylvania Learning Standards for Early Childhood

<table>
<thead>
<tr>
<th>Head Start Early Learning Outcomes Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>observable phenomena</td>
</tr>
<tr>
<td>• Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound</td>
</tr>
<tr>
<td>• Uses measurement tools, such as a ruler, balance scale, eye dropper, unit blocks, thermometer, or measuring cup to quantify similarities and differences of observable phenomena</td>
</tr>
</tbody>
</table>

Goal P – SCI 4
Child asks a question, gathers, information, and makes predictions
• Asks questions that can be answered through an investigation
• Gathers information about a question by looking at books or discussing prior knowledge and observations
• Makes predictions and brainstorms solutions based on background knowledge and experiences

Goal P – SCI 5
Child plans and conducts investigations and experiments
• Articulates steps to be take and lists materials needed for an investigation or experiment
• Implement steps and uses materials to explore testable questions
• Uses senses and simple tools to observe, gather, and record data

Goal P – SCI 6
Child analyzes results, draws conclusions, and communicates results
• Analyzes and interprets data and summarizes results of investigation
• Draws conclusions, constructs explanations, and verbalizes cause and effect relationships
• With adult support, compares results to initial prediction and...
<table>
<thead>
<tr>
<th>Pennsylvania Learning Standards for Early Childhood</th>
<th>Head Start Early Learning Outcomes Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard Area 3.2.A Physical Sciences: Chemistry (4)</strong></td>
<td>offers evidence as to why they do or do not work. Generate new testable questions based on results.</td>
</tr>
<tr>
<td><strong>Sort and describe objects according to size, shape, color and texture.</strong></td>
<td>• Communicates results, solutions, and conclusions through a variety of methods</td>
</tr>
<tr>
<td>3.2.PK.A.1</td>
<td></td>
</tr>
<tr>
<td>Recognize the different types of matter (e.g. solid, liquid, gas)</td>
<td>Goal P – SCI 3</td>
</tr>
<tr>
<td>Describe objects according to size, shape, color or properties of matter</td>
<td>Child compares and categorizes observable phenomena</td>
</tr>
<tr>
<td>Collect items and sort them according to shape, color or other attributes</td>
<td>• Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound</td>
</tr>
<tr>
<td><strong>Matter and Energy</strong></td>
<td></td>
</tr>
<tr>
<td>3.2.PK.A.3</td>
<td>Goal P – SCI 3</td>
</tr>
<tr>
<td>Notice change in matter.</td>
<td>Child compares and categorizes observable phenomena</td>
</tr>
<tr>
<td>Point out when a change in matter occurs</td>
<td>• Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound</td>
</tr>
<tr>
<td>Observe differences in water (e.g. ice cube or snow melting and freezing)</td>
<td></td>
</tr>
<tr>
<td>Notice changes in food substances during cooking</td>
<td></td>
</tr>
<tr>
<td><strong>Unifying Themes</strong></td>
<td></td>
</tr>
<tr>
<td>3.2.PK.A.5</td>
<td>Goal P – SCI 6</td>
</tr>
<tr>
<td>Recognize that everything is made of matter.</td>
<td>Child analyzes results, draws conclusions, and communicates results</td>
</tr>
<tr>
<td>Recognize that matter takes on different shapes depending upon its type (e.g. solids have a definite shape; liquids take the shape of their container; gas lacks shape and is present everywhere)</td>
<td>• Analyzes and interprets data and summarizes results of investigation</td>
</tr>
<tr>
<td></td>
<td>• Draws conclusions, constructs explanations, and verbalizes cause and effect relationships</td>
</tr>
<tr>
<td></td>
<td>• With adult support, compares results to initial prediction and offers evidence as to why they do or do not work. Generate new testable questions based on results.</td>
</tr>
<tr>
<td></td>
<td>• Communicates results, solutions, and conclusions through a variety of methods</td>
</tr>
</tbody>
</table>
### Pennsylvania Learning Standards for Early Childhood

**Science as Inquiry**

3.2.PK.A.6

**Participate in simple investigations of matter to answer a question or to test a prediction.**

- Ask questions about objects
- Use the five senses and simple equipment to gather data
- Experiment with changes in matter
- Experiment with changes in substances when combined
- Make a prediction about the results of the experiment

### Head Start Early Learning Outcomes Framework

**Goal P – SCI 1**

Child observes and describes observable phenomena (objects, materials, organisms, and events)

- Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations
- Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope
- Represents observable phenomena with pictures, diagrams, and 3-D models

**Goal P – SCI 2**

Child engages in scientific talk

- Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure
- Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal or object

**Goal P – SCI 3**

Child compares and categorizes observable phenomena

- Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound
- Uses measurement tools, such as a ruler, balance scale, eye dropper, unit blocks, thermometer, or measuring cup to quantify similarities and differences of observable phenomena

**Goal P – SCI 4**

Child asks a question, gathers information, and makes predictions

- Asks questions that can be answered through an investigation
- Gathers information about a question by looking at books or discussing prior knowledge and
<table>
<thead>
<tr>
<th>Pennsylvania Learning Standards for Early Childhood</th>
<th>Head Start Early Learning Outcomes Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>observations</td>
<td>observations</td>
</tr>
<tr>
<td>• Makes predictions and brainstorm solutions based on background knowledge and experiences</td>
<td>• Makes predictions and brainstorm solutions based on background knowledge and experiences</td>
</tr>
<tr>
<td>Goal P – SCI 5</td>
<td>Goal P – SCI 5</td>
</tr>
<tr>
<td>Child plans and conducts investigations and experiments</td>
<td>Child plans and conducts investigations and experiments</td>
</tr>
<tr>
<td>• Articulates steps to take and lists materials needed for an investigation or experiment</td>
<td>• Articulates steps to take and lists materials needed for an investigation or experiment</td>
</tr>
<tr>
<td>• Implement steps and uses materials to explore testable questions</td>
<td>• Implement steps and uses materials to explore testable questions</td>
</tr>
<tr>
<td>• Uses senses and simple tools to observe, gather, and record data</td>
<td>• Uses senses and simple tools to observe, gather, and record data</td>
</tr>
<tr>
<td>Goal P – SCI 6</td>
<td>Goal P – SCI 6</td>
</tr>
<tr>
<td>Child analyzes results, draws conclusions, and communicates results</td>
<td>Child analyzes results, draws conclusions, and communicates results</td>
</tr>
<tr>
<td>• Analyzes and interprets data and summarizes results of investigation</td>
<td>• Analyzes and interprets data and summarizes results of investigation</td>
</tr>
<tr>
<td>• Draws conclusions, constructs explanations, and verbalizes cause and effect relationships</td>
<td>• Draws conclusions, constructs explanations, and verbalizes cause and effect relationships</td>
</tr>
<tr>
<td>• With adult support, compares results to initial prediction and offers evidence as to why they do or do not work. Generate new testable questions based on results.</td>
<td>• With adult support, compares results to initial prediction and offers evidence as to why they do or do not work. Generate new testable questions based on results.</td>
</tr>
<tr>
<td>• Communicates results, solutions, and conclusions through a variety of methods</td>
<td>• Communicates results, solutions, and conclusions through a variety of methods</td>
</tr>
</tbody>
</table>

**Standard Area 3.2.B Physical Sciences: Physics (4)**

**Force & Motion of Practices & Rigid Bodies**  
3.2.PK.B.1  
**Explore and describe the motion of toys and objects.**  
- Comment about the motion of a variety of objects during play  
- Demonstrate an understanding of fast, slow, back and forth  

Goal P – SCI 2  
Child engages in scientific talk  
- Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure  
- Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal or object  

**Nature of Waves (Sound and Light Energy)**  

Goal P – SCI 3
<table>
<thead>
<tr>
<th>Pennsylvania Learning Standards for Early Childhood</th>
<th>Head Start Early Learning Outcomes Framework</th>
</tr>
</thead>
</table>
| **3.2.PK.B.5**  
**Create and describe variations of sound**  
• Categorize and create sounds based on different attributes  
• Listen to sounds from outside or inside and identify if it is loud, soft, high, low  
• Listen to sounds and identify the source  
• Make sounds with instruments | Child compares and categorizes observable phenomena  
• Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound  
• Uses measurement tools, such as a ruler, balance scale, eye dropper, unit blocks, thermometer, or measuring cup to quantify similarities and differences of observable phenomena  
**Goal P – SCI 5**  
Child plans and conducts investigations and experiments  
• Articulates steps to be take and lists materials needed for an investigation or experiment  
• Implement steps and uses materials to explore testable questions  
• Uses senses and simple tools to observe, gather, and record data  
**Goal P – SCI 6**  
Child analyzes results, draws conclusions, and communicates results  
• Analyzes and interprets data and summarizes results of investigation  
• Draws conclusions, constructs explanations, and verbalizes cause and effect relationships  
• With adult support, compares results to initial prediction and offers evidence as to why they do or do not work. Generate new testable questions based on results.  
Communicates results, solutions, and conclusions through a variety of methods |

Unifying Themes (Energy)

<table>
<thead>
<tr>
<th>Unifying Themes (Energy)</th>
<th></th>
</tr>
</thead>
</table>
| **3.2.PK.B.6**  
**Recognize that light from the sun is an important source of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow.**  
• Recognize basic energy types and sources (e.g. light from the sun)  
• **Goal P – SCI 2**  
Child engages in scientific talk  
• Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, |
### Pennsylvania Learning Standards for Early Childhood

- sun, wind, water
- Describe observations of and comment on basic energy types and sources
- Identify what plants and animals need to grow

### Science as Inquiry

#### 3.2.PK.B.7

**Participate in simple investigations of energy and motion to answer a question or to test a prediction.**

- Ask questions about objects
- Use the five senses and simple equipment to gather data
- Experiment with objects or ideas to obtain a result
- Make predictions about an outcome (e.g. “What might happen to a kite when the wind blows or slows down?”)
- Describe observations accurately
- Compare observations with others

### Head Start Early Learning Outcomes Framework

- cooperate, or measure
- Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal or object

Goal P – SCI 1
Child observes and describes observable phenomena (objects, materials, organisms, and events)

- Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations
- Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope
- Represents observable phenomena with pictures, diagrams, and 3-D models

Goal P – SCI 2
Child engages in scientific talk

- Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure
- Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal or object

Goal P – SCI 3
Child compares and categorizes observable phenomena

- Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound
- Uses measurement tools, such as a ruler, balance scale, eye dropper, unit blocks, thermometer, or measuring cup to quantify similarities and differences of observable phenomena

Goal P – SCI 4
Child asks a question, gathers information, and makes predictions
<table>
<thead>
<tr>
<th>Pennsylvania Learning Standards for Early Childhood</th>
<th>Head Start Early Learning Outcomes Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Asks questions that can be answered through an investigation</td>
<td></td>
</tr>
<tr>
<td>• Gathers information about a question by looking at books or discussing prior knowledge and observations</td>
<td></td>
</tr>
<tr>
<td>• Makes predictions and brainstorms solutions based on background knowledge and experiences</td>
<td></td>
</tr>
<tr>
<td>Goal P – SCI 5 Child plans and conducts investigations and experiments</td>
<td></td>
</tr>
<tr>
<td>• Articulates steps to be take and lists materials needed for an investigation or experiment</td>
<td></td>
</tr>
<tr>
<td>• Implement steps and uses materials to explore testable questions</td>
<td></td>
</tr>
<tr>
<td>• Uses senses and simple tools to observe, gather, and record data</td>
<td></td>
</tr>
<tr>
<td>Goal P – SCI 6 Child analyzes results, draws conclusions, and communicates results</td>
<td></td>
</tr>
<tr>
<td>• Analyzes and interprets data and summarizes results of investigation</td>
<td></td>
</tr>
<tr>
<td>• Draws conclusions, constructs explanations, and verbalizes cause and effect relationships</td>
<td></td>
</tr>
<tr>
<td>• With adult support, compares results to initial prediction and offers evidence as to why they do or do not work. Generate new testable questions based on results.</td>
<td></td>
</tr>
<tr>
<td>• Communicates results, solutions, and conclusions through a variety of methods</td>
<td></td>
</tr>
</tbody>
</table>

**Standard Area 3.3.A Earth and Space Sciences: Earth Structures, Processes and Cycles (4)**

**Earth Features and the Processes that Change it 3.3.PK.A.1**

**Sort different types of earth materials.**
- Explore rocks, soil and sand using a hand magnifier
- Answer questions about observations of earth matter
- Use senses and simple tools to explore earth materials

**Goal P – SCI 2**

Child engages in scientific talk
- Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect,
### Pennsylvania Learning Standards for Early Childhood

**Head Start Early Learning Outcomes Framework**

<table>
<thead>
<tr>
<th>Pennsylvania Learning Standards for Early Childhood</th>
<th>Head Start Early Learning Outcomes Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>cooperate, or measure</td>
<td>Goal P – SCI 5</td>
</tr>
<tr>
<td>• Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal or object</td>
<td>Child plans and conducts investigations and experiments</td>
</tr>
<tr>
<td>Goal P – SCI 5</td>
<td>• Articulates steps to be take and lists materials needed for an investigation or experiment</td>
</tr>
<tr>
<td>Child plans and conducts investigations and experiments</td>
<td>• Implement steps and uses materials to explore testable questions</td>
</tr>
<tr>
<td>• Uses senses and simple tools to observe, gather, and record data</td>
<td></td>
</tr>
</tbody>
</table>

**Water**

3.3.PK.A.4

**Identify a variety of uses for water.**

- Identify ways water can be used (e.g. drinking, washing, watering plants, putting out fires, boating and fishing)
- Explore water during play

**Weather and Climate**

3.3.PK.A.5

**Identify seasons that correspond with observable conditions and identify how weather affects daily life.**

- Name the four seasons and an observable condition for that season (e.g. falling leaves, snow, rain, buds on trees or green grass)
- Match types of clothing or activities to seasonal weather conditions (e.g. we use an umbrella when it is raining; we wear coats, hats, scarves and mittens when it’s cold outside)
- Use a thermometer as a tool for measuring temperature
- Talk about current weather events that affect the community

**Goal P – SCI 2**

Child engages in scientific talk

- Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure
- Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal or object

**Goal P – SCI 5**

Child plans and conducts investigations and experiments

- Articulates steps to be take and lists materials needed for an investigation or experiment
- Implement steps and uses materials to explore testable questions
### Pennsylvania Learning Standards for Early Childhood

#### Science as Inquiry

**3.3.PK.A.7**

**Participate in simple investigations of earth structures, processes, and cycles to answer a question or to test a prediction.**

- Ask questions about objects, organisms, and events
- Use the five senses and simple equipment to gather data
- Experiment with different types of earth materials
- Make predictions about an outcome (e.g. “What might happen if we go out in the snow without our boots?”)
- Describe observations accurately
- Compare observations with others

### Head Start Early Learning Outcomes Framework

#### Goal P – SCI 1

Child observes and describes observable phenomena (objects, materials, organisms, and events)

- Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations
- Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope
- Represents observable phenomena with pictures, diagrams, and 3-D models

#### Goal P – SCI 2

Child engages in scientific talk

- Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure
- Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal or object

#### Goal P – SCI 3

Child compares and categorizes observable phenomena

- Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound
- Uses measurement tools, such as a ruler, balance scale, eye dropper, unit blocks, thermometer, or measuring cup to quantify similarities and differences of observable phenomena

#### Goal P – SCI 4

Child asks a question, gathers, information, and makes predictions

- Asks questions that can be answered through an investigation
- Gathers information about a
### 2014 Pennsylvania Learning Standards for Early Childhood

**Pre-Kindergarten Head Start Early Learning Outcomes Framework**

**CROSSWALK**

<table>
<thead>
<tr>
<th>Pennsylvania Learning Standards for Early Childhood</th>
<th>Head Start Early Learning Outcomes Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>standard area 3.3.B Origin and Evolution of the Universe (2)</strong></td>
<td>question by looking at books or discussing prior knowledge and observations</td>
</tr>
<tr>
<td><strong>Goal P – SCI 5</strong></td>
<td>• Makes predictions and brainstorms solutions based on background knowledge and experiences</td>
</tr>
<tr>
<td><strong>Child plans and conducts investigations and experiments</strong></td>
<td><strong>Goal P – SCI 6</strong></td>
</tr>
<tr>
<td><strong>Child analyzes results, draws conclusions, and communicates results</strong></td>
<td><strong>Child observes and describes observable phenomena (objects, materials, organisms, and events)</strong></td>
</tr>
<tr>
<td><strong>Identify objects that can be found in the day or night sky.</strong></td>
<td><strong>Goal P – SCI 1</strong></td>
</tr>
<tr>
<td>• Talk about things that can be found in the day or night sky (e.g. moon, sun, stars, clouds)</td>
<td>• Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations</td>
</tr>
<tr>
<td>• Distinguish between objects found in the day sky and in the night sky</td>
<td>• Uses observational tools to extend the five senses, such as a</td>
</tr>
<tr>
<td>• Observe and describe different types of clouds</td>
<td></td>
</tr>
<tr>
<td>Pennsylvania Learning Standards for Early Childhood</td>
<td>Head Start Early Learning Outcomes Framework</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
</tbody>
</table>
| magnifying glass, microscope, binoculars, or stethoscope | Goal P – SCI 2  
Child engages in scientific talk  
• Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure  
• Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal or object |
| Goal P – SCI 3  
Child compares and categorizes observable phenomena  
• Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound  
• Uses measurement tools, such as a ruler, balance scale, eye dropper, unit blocks, thermometer, or measuring cup to quantify similarities and differences of observable phenomena |

Science as Inquiry  
3.3.PK.B.3  
Participate in simple investigations of the objects found in the day or night sky to answer a question or to test a prediction.  
• Ask questions about objects, organisms, and events  
• Use the five senses and simple equipment (e.g. prisms, binoculars) to gather data  
• Describe observations accurately  
• Compare observations with others  
• Explore shadows made from the sun  
• Use digital media to explore night sky, constellations, and other solar phenomena |

Goal P – SCI 1  
Child observes and describes observable phenomena (objects, materials, organisms, and events)  
• Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations  
• Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope  
• Represents observable phenomena with pictures, diagrams, and 3-D models  

Goal P – SCI 2  
Child engages in scientific talk  
• Uses scientific practice words or
<table>
<thead>
<tr>
<th>Pennsylvania Learning Standards for Early Childhood</th>
<th>Head Start Early Learning Outcomes Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure</td>
<td>signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure</td>
</tr>
<tr>
<td>Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal or object</td>
<td>Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal or object</td>
</tr>
<tr>
<td>Goal P – SCI 3 Child compares and categorizes observable phenomena</td>
<td>Goal P – SCI 3 Child compares and categorizes observable phenomena</td>
</tr>
<tr>
<td>Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound</td>
<td>Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound</td>
</tr>
<tr>
<td>Uses measurement tools, such as a ruler, balance scale, eye dropper, unit blocks, thermometer, or measuring cup to quantify similarities and differences of observable phenomena</td>
<td>Uses measurement tools, such as a ruler, balance scale, eye dropper, unit blocks, thermometer, or measuring cup to quantify similarities and differences of observable phenomena</td>
</tr>
<tr>
<td>Goal P – SCI 4 Child asks a question, gathers, information, and makes predictions</td>
<td>Goal P – SCI 4 Child asks a question, gathers, information, and makes predictions</td>
</tr>
<tr>
<td>Asks questions that can be answered through an investigation</td>
<td>Asks questions that can be answered through an investigation</td>
</tr>
<tr>
<td>Gathers information about a question by looking at books or discussing prior knowledge and observations</td>
<td>Gathers information about a question by looking at books or discussing prior knowledge and observations</td>
</tr>
<tr>
<td>Makes predictions and brainstorms solutions based on background knowledge and experiences</td>
<td>Makes predictions and brainstorms solutions based on background knowledge and experiences</td>
</tr>
<tr>
<td>Goal P – SCI 5 Child plans and conducts investigations and experiments</td>
<td>Goal P – SCI 5 Child plans and conducts investigations and experiments</td>
</tr>
<tr>
<td>Articulates steps to be take and lists materials needed for an investigation or experiment</td>
<td>Articulates steps to be take and lists materials needed for an investigation or experiment</td>
</tr>
<tr>
<td>Implement steps and uses materials to explore testable questions</td>
<td>Implement steps and uses materials to explore testable questions</td>
</tr>
<tr>
<td>Uses senses and simple tools to observe, gather, and record data</td>
<td>Uses senses and simple tools to observe, gather, and record data</td>
</tr>
<tr>
<td>Standard Area 4.1 Environment: Ecology (4)</td>
<td>Child analyzes results, draws conclusions, and communicates results</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>The Environment</strong></td>
<td><strong>Goal P – SCI 3</strong> Child compares and categorizes observable phenomena</td>
</tr>
<tr>
<td>4.1.PK.A</td>
<td><strong>Identify living and non-living things in the immediate and surrounding environment.</strong></td>
</tr>
<tr>
<td></td>
<td>• Sort objects from the immediate environment by living and non-living</td>
</tr>
<tr>
<td><strong>Goal P – SCI 5</strong> Child plans and conducts investigations and experiments</td>
<td></td>
</tr>
<tr>
<td><strong>Energy Flow</strong></td>
<td><strong>Identify that plants need the sun to grow.</strong></td>
</tr>
<tr>
<td>4.1.PK.C</td>
<td>• Participate in experiments that show the effects on plant growth when the sun is removed as a source of energy</td>
</tr>
<tr>
<td><strong>Biodiversity</strong></td>
<td><strong>Goal P – SCI 1</strong> Child observes and describes observable phenomena (objects, materials, organisms, and events)</td>
</tr>
<tr>
<td>4.1.PK.D</td>
<td><strong>Identify basic needs of living things.</strong></td>
</tr>
<tr>
<td></td>
<td>• Reference 3.1.PK.A.2</td>
</tr>
<tr>
<td>Pennsylvania Learning Standards for Early Childhood</td>
<td>Head Start Early Learning Outcomes Framework</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>• Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations</td>
<td>• Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations</td>
</tr>
<tr>
<td>• Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope</td>
<td>• Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope</td>
</tr>
<tr>
<td>• Represents observable phenomena with pictures, diagrams, and 3-D models</td>
<td>• Represents observable phenomena with pictures, diagrams, and 3-D models</td>
</tr>
<tr>
<td>Goal P – SCI 3</td>
<td>Goal P – SCI 3</td>
</tr>
<tr>
<td>Child compares and categorizes observable phenomena</td>
<td>Child compares and categorizes observable phenomena</td>
</tr>
<tr>
<td>• Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound</td>
<td>• Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound</td>
</tr>
<tr>
<td>• Uses measurement tools, such as a ruler, balance scale, eye dropper, unit blocks, thermometer, or measuring cup to quantify similarities and differences of observable phenomena</td>
<td>• Uses measurement tools, such as a ruler, balance scale, eye dropper, unit blocks, thermometer, or measuring cup to quantify similarities and differences of observable phenomena</td>
</tr>
</tbody>
</table>

**Succession 4.1.PK.E**

**Identify the change of seasons in the environment.**
- Name the four seasons and an observable condition for that season (e.g. falling leaves, snow, rain, buds on trees or green grass)
- Match types of clothing or activities to seasonal weather conditions
- Use a thermometer as a tool for measuring temperature

**Goal P – SCI 5**
Child plans and conducts investigations and experiments
- Articulates steps to be take and lists materials needed for an investigation or experiment
- Implement steps and uses materials to explore testable questions
- Uses senses and simple tools to observe, gather, and record data

**Standard Area 4.2 Watersheds and Wetlands (3)**

**Watersheds 4.2.PK.A**

**Identify various types of moving water in Pennsylvania.**
- Identify bodies of water (e.g. rivers, lakes, streams, creeks, puddles) in the local area
- Differentiate between water that moves and water that is still

**Goal P – SCI 2**
Child engages in scientific talk
- Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure
- Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal or object
<table>
<thead>
<tr>
<th>Pennsylvania Learning Standards for Early Childhood</th>
<th>Head Start Early Learning Outcomes Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal P – SCI 3</strong></td>
<td>Child compares and categorizes observable phenomena</td>
</tr>
<tr>
<td><strong>Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Uses measurement tools, such as a ruler, balance scale, eye dropper, unit blocks, thermometer, or measuring cup to quantify similarities and differences of observable phenomena</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Wetlands 4.2.PK.B</strong></td>
<td><strong>Goal P – SCI 5</strong></td>
</tr>
<tr>
<td><strong>Identify a wetland as an ecosystem in Pennsylvania.</strong></td>
<td>Child plans and conducts investigations and experiments</td>
</tr>
<tr>
<td><strong>Understand that an ecosystem is a community of living things and everything that surround them</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Understand that a wetland is an ecosystem in which the living things depend on a large amount of water for survival</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Participate in classroom activities about wetlands</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Aquatic Ecosystems 4.2.PK.C</strong></td>
<td><strong>Goal P – SCI 2</strong></td>
</tr>
<tr>
<td><strong>Describe an aquatic (water) and terrestrial (land) habitat.</strong></td>
<td>Child engages in scientific talk</td>
</tr>
<tr>
<td><strong>Understand that a habitat is where a living thing finds its basic needs for survival</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Describe different places animals can live</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Match animals to an aquatic (water) or terrestrial (land) habitat</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Include a description of a specific habitat in drawing, creations, or dictations</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Goal P – SCI 3</strong></td>
<td>Child compares and categorizes observable phenomena</td>
</tr>
<tr>
<td><strong>Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Uses measurement tools, such as a ruler, balance scale, eye dropper, unit blocks, thermometer, or</strong></td>
<td></td>
</tr>
<tr>
<td>Pennsylvania Learning Standards for Early Childhood</td>
<td>Head Start Early Learning Outcomes Framework</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td><strong>Standard Area 4.3 Natural Resources (2)</strong></td>
<td>measuring cup to quantify similarities and differences of observable phenomena</td>
</tr>
<tr>
<td><strong>Use of Natural Resources</strong></td>
<td></td>
</tr>
<tr>
<td>4.3.PK.A Identify how the environment provides for the needs of people in their daily lives.</td>
<td>Goal P – SCI 2 Child engages in scientific talk</td>
</tr>
<tr>
<td>• Understand that the things we use can be made from things found in the environment</td>
<td>• Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure</td>
</tr>
<tr>
<td>• Match simple items used by people to its natural resource (e.g. milk to cow, wood for building to tree, wool to sheep)</td>
<td>• Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal or object</td>
</tr>
<tr>
<td><strong>Availability of Natural Resources</strong></td>
<td></td>
</tr>
<tr>
<td>4.3.PK.B Identify natural resources available to people in their daily life.</td>
<td>Goal P – SCI 5 Child plans and conducts investigations and experiments</td>
</tr>
<tr>
<td>• Understand that natural resources are materials that come from the environment and are used by people</td>
<td>• Articulates steps to be take and lists materials needed for an investigation or experiment</td>
</tr>
<tr>
<td>• Discuss and use natural items collected from the immediate environment</td>
<td>• Implement steps and uses materials to explore testable questions</td>
</tr>
<tr>
<td><strong>Standard Area 4.4 Agriculture and Society (3)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Food and Fiber Systems</strong></td>
<td></td>
</tr>
<tr>
<td>4.4.PK.A Identify what plants and animals need to grow.</td>
<td>Goal P – SCI 1 Child observes and describes observable phenomena (objects, materials, organisms, and events)</td>
</tr>
<tr>
<td>• Reference 3.1.PK.A.2</td>
<td>• Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations</td>
</tr>
<tr>
<td></td>
<td>• Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope</td>
</tr>
<tr>
<td></td>
<td>• Represents observable phenomena with pictures, diagrams, and 3-D models</td>
</tr>
<tr>
<td></td>
<td>Goal P – SCI 3 Child compares and categorizes observable phenomena</td>
</tr>
<tr>
<td>Pennsylvania Learning Standards for Early Childhood</td>
<td>Head Start Early Learning Outcomes Framework</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound</td>
<td></td>
</tr>
<tr>
<td>Uses measurement tools, such as a ruler, balance scale, eye dropper, unit blocks, thermometer, or measuring cup to quantify similarities and differences of observable phenomena</td>
<td></td>
</tr>
</tbody>
</table>

**Applying Sciences to Agriculture**

4.4. PK.C

**Recognize that plants and animals grow and change.**
- Reference 3.1. PK.A.3

**Technology Influences on Agriculture**

4.4.PK.D

**Identify basic tools used in gardening at home and at school.**
- Discuss and answer questions about gardening
- Use basic gardening tools

---

**Goal P – SCI 1**
Child observes and describes observable phenomena (objects, materials, organisms, and events)
- Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations
- Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope
- Represents observable phenomena with pictures, diagrams, and 3-D models

**Goal P – SCI 5**
Child plans and conducts investigations and experiments
- Articulates steps to be take and lists materials needed for an investigation or experiment
- Implement steps and uses materials to explore testable questions
- Uses senses and simple tools to observe, gather, and record data
### Pennsylvania Learning Standards for Early Childhood

<table>
<thead>
<tr>
<th>Standard Area</th>
<th>Head Start Early Learning Outcomes Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.5 Humans and the Environment (4)</td>
<td>Goal P – SCI 1</td>
</tr>
<tr>
<td>Sustainability</td>
<td>Child observes and describes observable phenomena (objects, materials, organisms, and events)</td>
</tr>
<tr>
<td>4.5.PK.A</td>
<td>- Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations</td>
</tr>
<tr>
<td>Identify what people need to survive.</td>
<td>- Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope</td>
</tr>
<tr>
<td>- State that people are living things</td>
<td>- Represents observable phenomena with pictures, diagrams, and 3-D models</td>
</tr>
<tr>
<td>- Label human needs as air, food, water, shelter, clothing</td>
<td></td>
</tr>
<tr>
<td>Integrated Pest Management</td>
<td>Goal P – SCI 3</td>
</tr>
<tr>
<td>4.5.PK.B</td>
<td>Child compares and categorizes observable phenomena</td>
</tr>
<tr>
<td>Identify things in the natural environment that can be harmful to people, pets and other living things.</td>
<td>- Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound</td>
</tr>
<tr>
<td>- Recognize and avoid unsafe things and situations within the immediate natural environment</td>
<td>- Uses measurement tools, such as a ruler, balance scale, eye dropper, unit blocks, thermometer, or measuring cup to quantify similarities and differences of observable phenomena</td>
</tr>
<tr>
<td>- Discuss plants, insects and animals that could be harmful; share personal experiences when relevant</td>
<td></td>
</tr>
<tr>
<td>Pollution</td>
<td>Goal P – SCI 5</td>
</tr>
<tr>
<td>4.5.PK.C</td>
<td>Child plans and conducts investigations and experiments</td>
</tr>
<tr>
<td>Identify ways people pollute the environment.</td>
<td>- Articulates steps to be take and lists materials needed for an investigation or experiment</td>
</tr>
<tr>
<td>- Identify how litter can have a negative impact on the environment</td>
<td>- Implement steps and uses materials to explore testable questions</td>
</tr>
<tr>
<td>- Participate in experiments that show how litter can impact the environment</td>
<td>- Uses senses and simple tools to observe, gather, and record data</td>
</tr>
<tr>
<td>- Identify ways that litter should be handled</td>
<td>Goal P – SCI 6</td>
</tr>
<tr>
<td></td>
<td>Child analyzes results, draws conclusions, and communicates results</td>
</tr>
<tr>
<td></td>
<td>- Analyzes and interprets data and summarizes results of investigation</td>
</tr>
<tr>
<td></td>
<td>- Draws conclusions, constructs</td>
</tr>
<tr>
<td>Pennsylvania Learning Standards for Early Childhood</td>
<td>Head Start Early Learning Outcomes Framework</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td><strong>Waste</strong> 4.5.PK.D</td>
<td>Explainations, and verbalizes cause and effect relationships</td>
</tr>
<tr>
<td><strong>Describe how everyday human activities generate waste.</strong></td>
<td>• With adult support, compares results to initial prediction and offers evidence as to why they do or do not work. Generate new testable questions based on results.</td>
</tr>
<tr>
<td>• Sort waste into those things that can be recycled and those things that cannot</td>
<td>• Communicates results, solutions, and conclusions through a variety of methods</td>
</tr>
</tbody>
</table>
| • Practice recycling as part of classroom routine | **Goal P – SCI 3**  
Child compares and categorizes observable phenomena |
| **Standard Area 15.4 Computer and Information Technology (8)** | • Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound |
| **Influence of Emerging Technologies** | • Uses measurement tools, such as a ruler, balance scale, eye dropper, unit blocks, thermometer, or measuring cup to quantify similarities and differences of observable phenomena |
| 15.4.PK.A | **Goal P – SCI 5**  
Child plans and conducts investigations and experiments |
<p>| <strong>Identify various technologies used in the classroom and at home.</strong> | • Articulates steps to be take and lists materials needed for an investigation or experiment |
| • Label technology with appropriate vocabulary when using or shown (e.g. telephone, cell phone, computer, TV, camera, tablet, e-reader, Smart board) | • Implement steps and uses materials to explore testable questions |
| • Discuss personal experiences with technology | • Uses senses and simple tools to observe, gather, and record data |
| <strong>Digital Citizenship</strong> | <strong>Demonstrate responsible use of technology and equipment.</strong> |
| 15.4.PK.B |</p>
<table>
<thead>
<tr>
<th>Pennsylvania Learning Standards for Early Childhood</th>
<th>Head Start Early Learning Outcomes Framework</th>
</tr>
</thead>
</table>
| • Perform basic tasks using technological equipment (e.g. turning on a computer, taking a picture with a digital camera, pushing play button on a tape recorder)  
• Use technology and components for intended purpose  
• Follow established rules (e.g. time limit, handling with care, putting away) when using technology  
• Choose technologies that are appropriate for an identified task | |
| **Hardware**  
15.4.PK.C  
**With prompting and support, identify peripheral devices of computer system including input and output devices.**  
• Label computer components (e.g. mouse, printer, keyboard, screen) with appropriate terms when using | |
| **Input Technologies**  
15.4.PK.D  
**Demonstrate the correct use of simple input technologies (e.g. mouse, touch screen, microphone, etc.).**  
• Perform basic tasks using simple input technologies (e.g. mouse, touch screen, microphone, etc.)  
• Use input technologies for intended purpose  
• Follow established rules (e.g. time limit, handling with care, putting away) when using input technologies | |
| **Software/Applications**  
15.4.PK.G  
**With help and support, select and use various software / applications for an intended purpose.**  
• Describe a purpose for use of software/application  
• Choose software/application from choices provided by the teacher | |
| **Digital Media**  
15.4.PK.K  
**With help and support, identify similarities and differences between text, graphics, audio, animation, and video.**  
• Describe various types of media, what technology is used to convey it, and some components (e.g. words, images, video) of it  
• Describe preferences for various types of media | |
| **Technology Research**  
15.4.PK.L  
**With help and support, use web browser to locate content-specific websites.**  
• Generate or choose a topic to learn about  
• Follow teacher or peer directions to use web browser to locate information specific to chosen topic | |
| **Emerging Technologies in Careers**  
15.4.PK.M  
**With help and support, identify various technologies used in the** | |
<table>
<thead>
<tr>
<th>Workplace</th>
<th>Social Studies Thinking: Connecting to Communities</th>
</tr>
</thead>
</table>
| - Attempt to use model and real medical equipment as it is used at the doctor’s office during play  
- Identify the types of tools and materials used in construction  
- Talk about various types of vehicles used in the workplace (e.g. construction vehicles, fire fighting vehicles, boats, airplanes)  
- Practice using hammers and nails or screws and screwdrivers in a construction center | |

<table>
<thead>
<tr>
<th>Rule of Law 5.1.PK.A</th>
<th>Rule of Law 5.1.PK.A</th>
</tr>
</thead>
<tbody>
<tr>
<td>State rules and their consequences.</td>
<td></td>
</tr>
</tbody>
</table>
| - Describe classroom rules  
- Explain a consequence for breaking a classroom rule |  |

<table>
<thead>
<tr>
<th>Symbols 5.1.PK.F</th>
<th>Symbols 5.1.PK.F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify basic American symbols (e.g., American Flag).</td>
<td></td>
</tr>
</tbody>
</table>
| - Discuss images, pictures or items that are symbols of America  
- Identify the American Flag  
- Replicate the American Flag using art materials |  |

<table>
<thead>
<tr>
<th>Civic Rights and Responsibilities 5.2.PK.A</th>
<th>Civic Rights and Responsibilities 5.2.PK.A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify self-membership of a group such as the class or family.</td>
<td></td>
</tr>
</tbody>
</table>
| - Display awareness of role as member of a group  
- Participate in group decision-making  
- Participate in classroom and family responsibilities  
- Talk about responsibilities at home  
- Work cooperatively with other children to achieve an outcome |  |

<table>
<thead>
<tr>
<th>Conflict and Resolution 5.2.PK.B</th>
<th>Conflict and Resolution 5.2.PK.B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify a problem and discuss possible solutions with adult assistance. *see also 16.2. PK.D</td>
<td></td>
</tr>
</tbody>
</table>
| - Identify one or two solutions to a problem  
- Attempt to solve a conflict with a peer  
- Work with a peer to develop a solution to a problem (e.g. ways to resolve) |  |

<table>
<thead>
<tr>
<th>Goal P – ATL 2</th>
<th>Goal P – ATL 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child follows classroom rules and routines with increasing independence</td>
<td></td>
</tr>
</tbody>
</table>
| - Demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time  
- Follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time |  |

<table>
<thead>
<tr>
<th>Goal P – SE 11</th>
<th>Goal P – SE 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child has sense of belonging to family, community, and other groups</td>
<td></td>
</tr>
</tbody>
</table>
| - Identifies self as being a part of different groups, such as family, community, culture, faith, or preschool  
- Relates personal stories about being part of different groups |  |

<table>
<thead>
<tr>
<th>Goal P – ATL 1</th>
<th>Goal P – ATL 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child manages emotions with increasing independence</td>
<td></td>
</tr>
</tbody>
</table>
| - Looks for adult assistance when emotions are most intense  
- Uses a range of coping strategies to manage emotions with the |  |
<table>
<thead>
<tr>
<th>Pennsylvania Learning Standards for Early Childhood</th>
<th>Head Start Early Learning Outcomes Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>to share the play dough when there isn’t enough)</td>
<td>support of an adult, such as using words or taking deep breaths</td>
</tr>
</tbody>
</table>
| • Suggest simple solutions to conflict which are most often based upon own needs and desires | Goal P – ATL 4  
Child manages actions, words, and behavior with increasing independence |
| • Refrains from aggressive behavior toward others | • Refrains from aggressive behavior toward others |
| • Begins to understand the consequences of behavior, such as hitting leads to an adult giving you quiet time. Can describe the effects their behavior may have on others, such as noticing that another child feels sad when you hit him | • Begins to understand the consequences of behavior, such as hitting leads to an adult giving you quiet time. Can describe the effects their behavior may have on others, such as noticing that another child feels sad when you hit him |

Leadership and Public Service  
5.2.PK.C  
Emerging to: Identify classroom projects/activities that support leadership and service.  
• Show interest in leadership opportunities  
• Choose a leader for a classroom project  
• Ask to be the line leader  
• Request to help teacher  

Standard Area 5.3 How Government Works (2)  
Government Services  
5.3.PK.C  
Identify community workers through their uniforms and equipment.  
• Match descriptions of people’s work in a community with picture illustrating the job  
• Act out roles of community workers in dramatic play  
• Relay personal experiences to describe the work that community workers do  

Conflict and the Court System  
5.3.PK.F  
Identify appropriate behaviors for responsible classroom citizens.  
• Use inside voices while indoors and outside voices when outdoors  
• Cooperate in both large and small group activities that are facilitated by adult  
• Follow rules and routines in classroom  
• Respond with empathy to others who are upset  
• Recognize when someone needs help and offer assistance  
• Respect another’s attempts to complete tasks independently  

Goal P – ATL 2  
Child follows classroom rules and routines with increasing independence  
• Demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time  
• Follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time  

6. Economics (8)  
Standard Area 6.1 Scarcity and Choice (3)
<table>
<thead>
<tr>
<th>Pennsylvania Learning Standards for Early Childhood</th>
<th>Head Start Early Learning Outcomes Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scarcity and Choice</strong>&lt;br&gt;6.1.PK.A</td>
<td></td>
</tr>
</tbody>
</table>
**Emerging to:** Identify how scarcity influences choice.  
- Understand that some resources are limited  
- Notice when materials are running low (e.g. we need more paper in the art area)  
- Offer to share materials when materials are scarce (e.g. one shovel in sensory table)  
- Show preference for one material/center, but choose a different material/center when materials are scarce or center is full  |
| **Limited**<br>6.1.PK.B |  
**Emerging to:** Identify family wants and needs.  
- Identify what people need to survive  
- Demonstrates awareness of one’s own preferences  
- Identify personal wants  |
| **Incentives and Choice**<br>6.1.PK.D |  
**Identify a choice based on individual interest.**  
- Make a choice and explain the reason for the choice  
- Provide a reason for choosing to play in a particular center that shows interest in specific materials or people  |
| **Goal P-ATL 10**<br>Child demonstrates initiative and independence |  
- Makes choices and communicates these to adults and other children  
- Independently identifies and seeks things to complete activities or tasks, such as gathering art supplies to make a mask or gathering cards to play a matching activity  |
| **Standard Area 6.2 Market and Economic Systems (2)** |  |
| **Advertising and Media**<br>6.2.PK.C |  
**Emerging to:** Identify advertisements that encourage us to buy things.  
- Recognize logos (environmental print) from local businesses  
- Discuss advertisements (e.g. radio, print, TV)  |
| **Price Determination**<br>6.2.PK.D |  
**Explain how money is used.**  
- Identify that money is used to buy things  
- State that money can be saved  
- Use pretend money while engaging in dramatic play activities  
- Practice exchanging play money for goods  |
| **Standard 6.3 Functions of Government (1)** |  |
| **Government’s Role in International Trade**<br>6.3.PK.D |  
**Identify products produced locally.** |
<table>
<thead>
<tr>
<th>Pennsylvania Learning Standards for Early Childhood</th>
<th>Head Start Early Learning Outcomes Framework</th>
</tr>
</thead>
</table>
| • Name items that come from farms, factories, and/or businesses within the community  
• Talk about products that can be found around their home | |
| **Standard Area 6.5 Income, Profit and Wealth (2)** | |
| **Factors Influencing Wages** | |
| 6.5.PK.A | |
| **Differentiate between work and play.** | |
| • Respond that adults work to earn money  
• Relate that work involves performing an activity that is chosen and directed by someone else, and has a specific goal  
• Relate that play is a self-selected activity that may or may not have a specific purpose | |
| **Types of Businesses** | |
| 6.5.PK.C | |
| **Identify local businesses.** | |
| • Participate in role play that is related to a local business (e.g. pet store, hair salon, restaurant)  
• Describe where customers go to acquire specific goods or services (e.g. food purchased at grocery store, hammer and nails purchased at hardware store) | |
| **7. Geography (3)** | |
| **Standard Area 7.1 Basic Geographic Literacy (2)** | |
| **Geographic Tools** | |
| 7.1.PK.A | |
| **Explain how a map is a representation of places.** | |
| • Use a simple map  
• Use available materials (e.g. blocks) to represent buildings, roads or houses  
• Include representations of roads, bodies of water and buildings in play  
• Discuss tools used to locate places  
• Use the term “map” | |
| **Location of Places and Regions** | |
| 7.1.PK.B | |
| **Emerging to: Describe the location of places in the home, school, and community to gain an understanding of relative location** | |
| • Describe the location of items/areas in the classroom and at home  
• Use directionality, size and position (e.g. left, right, first, last, little, big, top, bottom) to describe location  
• Place pictures of common household items in the proper rooms of a floor plan  
• Listen to directions and retrieve items | |
| **Standard Area 7.2 Physical Characteristics of Places and Regions (1)** | |
| **Physical Characteristics** | |
### Pennsylvania Learning Standards for Early Childhood

<table>
<thead>
<tr>
<th>Crosswalk</th>
<th>Head Start Early Learning Outcomes Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.2. PK. A</td>
<td>Describe the characteristics of home and frequently visited locations to gain an understanding of physical features.</td>
</tr>
<tr>
<td>• Describe simple characteristics of home (e.g. type of dwelling, where located, what surrounds it)</td>
<td></td>
</tr>
<tr>
<td>• Identify familiar places in the neighborhood</td>
<td></td>
</tr>
<tr>
<td>• Describe simple characteristics of business or community structures (e.g. type of dwelling, where located, what surrounds it)</td>
<td></td>
</tr>
<tr>
<td><strong>8. History (2)</strong></td>
<td><strong>Goal – ATL 8</strong></td>
</tr>
<tr>
<td>Standard Area 8.1 Historical Analysis and Skills Development (2)</td>
<td>Child holds information in mind and manipulates it to perform tasks</td>
</tr>
<tr>
<td>Continuity and Change Over Time</td>
<td>• Accurately recounts recent experiences in the correct order and includes relevant detail</td>
</tr>
<tr>
<td>8.1.PK.A</td>
<td>Identify a sequence of events through a day.</td>
</tr>
<tr>
<td>• Demonstrate an understanding of past, present, and future (e.g. today is __, yesterday was __ and tomorrow will be __, recall information from the immediate past, sequence pictures of self from birth to present)</td>
<td></td>
</tr>
<tr>
<td>• Describe the daily routine (e.g., what happens first, before lunch, after lunch, at end of day)</td>
<td></td>
</tr>
<tr>
<td>• Show anticipation for regularly scheduled events</td>
<td></td>
</tr>
<tr>
<td>• Use words to describe time (e.g. yesterday, today, tomorrow, o’clock)</td>
<td></td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td><strong>8.1.PK.C</strong></td>
</tr>
<tr>
<td>Understand that information comes from many sources such as books, computers, and newspapers.</td>
<td></td>
</tr>
<tr>
<td>• Label types of media and what information can be gained (e.g. recipes from a cookbook, prices from an advertisement)</td>
<td></td>
</tr>
<tr>
<td>• Locate information on identified topics using media (e.g. music, books, maps, TV programming, newspapers, magazines, movies, Internet, applications, advertising)</td>
<td></td>
</tr>
<tr>
<td><strong>Creative Thinking and Expression: Communicating through the Arts</strong> (14)</td>
<td></td>
</tr>
<tr>
<td><strong>Standard Area 9.1.M Production and Performance: Music and Movement (4)</strong></td>
<td></td>
</tr>
<tr>
<td>Elements and Principles</td>
<td><strong>9.1.M.PK.A</strong></td>
</tr>
<tr>
<td>Know and use basic elements and principles of music and movement.</td>
<td></td>
</tr>
<tr>
<td>• Practice rhythms in different forms of music and dance</td>
<td></td>
</tr>
<tr>
<td>• Explore rhythm instruments</td>
<td></td>
</tr>
<tr>
<td>• Use rhythm instruments as intended</td>
<td></td>
</tr>
<tr>
<td>• Participate in teacher-guided music and movement activities</td>
<td></td>
</tr>
</tbody>
</table>
2014 Pennsylvania Learning Standards for Early Childhood  
Pre-Kindergarten Head Start Early Learning Outcomes Framework  
CROSSWALK

<table>
<thead>
<tr>
<th>Pennsylvania Learning Standards for Early Childhood</th>
<th>Head Start Early Learning Outcomes Framework</th>
</tr>
</thead>
</table>
| • Participate in group movement activities demonstrating an awareness of shared space  
  • Demonstrate an understanding of “fast,” “slow,” “loud,” and “soft.” | |

**Demonstration 9.1.M.PK.B**  
**Respond to different types of music and dance through participation and discussion.**  
• Participate in teacher-guided music and movement activities  
• Sing familiar songs, chants, and finger plays  
• Dance to different types of music  
• Discuss music and movement experiences

**Representation 9.1.M.PK.E**  
**Use imagination and creativity to express self through music and dance.**  
• Initiate music and movement activities  
• Select music and movement area during free choice  
• Improvise songs and rhythmic patterns  
• Change words or tune of familiar songs to make new songs  
• Use body to represent form in space, finger plays, or stories

**Technologies 9.1.M.PK.J**  
**Use a variety of technologies for producing or performing works of art.**  
• Explore musical instruments  
• Use instruments to accompany music  
• Use instruments as intended  
• Use age appropriate digital media applications to create music  
• Use a variety of props to enhance movement activities (e.g. scarves, bean bags, ribbons)  
• Use recording devices (e.g. voice recorder, video recorder) to capture music and/or movement performances

**Standard Area 9.1.D Production and Performance: Dramatic and Performance Play (2)**

**Demonstrations 9.1.D.PK.B**  
**Recreate a dramatic play experience for an audience.**  
• Create various voice inflections and facial expressions in play  
• Change voice inflections when recreating various characters  
• Direct peers or follow peers’ instructions about dramatic play schemes  
• Act out stories with guidance of the adult

**Representation 9.1.D.PKE**  
**Use imagination and creativity to express self through dramatic play.**  

**Goal P – ATL 13**  
Child uses imagination in play and interactions with others  
• Uses imagination with materials to create stories or works of art

**Goal P – ATL 13**  
Child uses imagination in play and interactions with others
<table>
<thead>
<tr>
<th>Pennsylvania Learning Standards for Early Childhood</th>
<th>Head Start Early Learning Outcomes Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use nonconforming objects to create representations of real life objects or activities</td>
<td>• Engages in social and pretend play</td>
</tr>
<tr>
<td>• Represent fantasy and real-life experiences through pretend play</td>
<td>• Uses imagination with materials to create stories or works of art</td>
</tr>
<tr>
<td>• Imitate roles of people, animals, or objects observed in life experiences</td>
<td>• Uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel</td>
</tr>
<tr>
<td>• Use props and costumes during dramatic play</td>
<td></td>
</tr>
<tr>
<td>• Create props from available materials</td>
<td></td>
</tr>
</tbody>
</table>


Elements and Principles

9.1.V.PK.A

**Know and use basic elements of visual arts.**

- Participate in teacher-guided visual arts activities
- Choose art center during free choice
- Demonstrate an understanding of “color,” “shape,” and “line”
- Create a picture using different colors, varying the intensity of strokes and combining colors

Demonstration

9.1.V.PK.B

**Combine a variety of materials to create a work of art.**

- Participate in teacher-guided visual arts activities
- Choose art center during free choice
- Use a variety of materials (e.g. chalk, paint, crayons, pencils, markers, wood, play dough)
- Draw to explore and extend themes in the classroom

Goal P – ATL 13
Child uses imagination in play and interactions with others

- Uses imagination with materials to create stories or works of art

Representation

9.1.V.PK.E

**Use imagination and creativity to express self through visual arts.**

- Participate in teacher-guided visual arts activities
- Choose art center during free choice
- Draw self-portrait
- Create a work of art to represent a real or imagined object, animal, or person
- Use a growing number of details and make more realistic representations
- Choose different art materials to represent different types of thoughts or feelings

Goal P – ATL 13
Child uses imagination in play and interactions with others

- Uses imagination with materials to create stories or works of art

Technologies

9.1.V.PK.J

**Use a variety of technologies for producing works of art.**

- Explore a variety of art materials and tools
- Participate in teacher-guided visual arts activities
- Choose art center during free choice
- Use art materials and tools as intended
- Manipulate materials in a variety of ways (e.g. pounding, squeeze, cutting, rolling)
- Use age appropriate digital media applications to create works of
<table>
<thead>
<tr>
<th>Pennsylvania Learning Standards for Early Childhood</th>
<th>Head Start Early Learning Outcomes Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>art</strong> • Use recording devices (e.g. digital camera, video recorder) to capture works in progress and finished works of art</td>
<td></td>
</tr>
<tr>
<td><strong>Standard Area 9.2 Historical and Cultural Context of Works in the Arts (1)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Perspective 9.2. PK.D</strong></td>
<td></td>
</tr>
<tr>
<td>Explain that instruments or art forms represent cultural perspectives.</td>
<td></td>
</tr>
<tr>
<td>• Explore instruments from different cultures</td>
<td></td>
</tr>
<tr>
<td>• Participate in discussions about where various instruments and art forms originate</td>
<td></td>
</tr>
<tr>
<td>• Identify cultures represented by various art forms</td>
<td></td>
</tr>
<tr>
<td><strong>Standard Area 9.3 Critical Response to Works of Art (2)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Identification 9.3. PK.F</strong></td>
<td></td>
</tr>
<tr>
<td>Recognize and name a variety of art forms.</td>
<td></td>
</tr>
<tr>
<td>• Identify a photo, painting, drawing, dance, and songs</td>
<td></td>
</tr>
<tr>
<td><strong>Critical Response 9.3.PK.G</strong></td>
<td></td>
</tr>
<tr>
<td>Formulate and share an opinion about others’ art products.</td>
<td></td>
</tr>
<tr>
<td>• Observe, applaud or comment on the works of others</td>
<td></td>
</tr>
<tr>
<td>• Share an opinion about art work when asked, “What do you think this is about?”</td>
<td></td>
</tr>
<tr>
<td><strong>Standard Area 9.4 Aesthetic response to Works in the Arts (1)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Emotional Response 9.4.PK.B</strong></td>
<td></td>
</tr>
<tr>
<td>Demonstrate an emotional response to viewing or creating various art works.</td>
<td></td>
</tr>
<tr>
<td>• Respond through body language, facial expression or oral language</td>
<td></td>
</tr>
<tr>
<td>• Respond through humming, swaying, tapping foot to others’ work</td>
<td></td>
</tr>
<tr>
<td>• Respond at appropriate times (laugh, sigh) at others’ performance</td>
<td></td>
</tr>
<tr>
<td><strong>Health and Wellness and Physical Development: Learning About My Body (13)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Standard Area 10.1 Concepts of Health (4)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Interaction of Body Systems 10.1.PK.B</strong></td>
<td></td>
</tr>
<tr>
<td>Identify and locate body parts.</td>
<td></td>
</tr>
<tr>
<td>• Participate in body identification games and songs (e.g. Hokey Pokey)</td>
<td></td>
</tr>
<tr>
<td>• Point to specific body parts when asked</td>
<td></td>
</tr>
<tr>
<td>• Draw pictures that include some body parts</td>
<td></td>
</tr>
<tr>
<td>• Participate in discussions about the functions of specific body</td>
<td></td>
</tr>
<tr>
<td><strong>Goal P – PMP 2</strong></td>
<td></td>
</tr>
<tr>
<td>Child uses perceptual information to guide motions and interactions with objects and other people</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates awareness of own body and other people’s space during interactions</td>
<td></td>
</tr>
</tbody>
</table>
### Pennsylvania Learning Standards for Early Childhood

<table>
<thead>
<tr>
<th>Standard Area</th>
<th>Content</th>
</tr>
</thead>
</table>
| Nutrition     | 10.1. PK. C  
**Identify foods that keep our body healthy.**  
- Identify healthy and non-healthy foods  
- Classify foods by their food groups (e.g. fruits, vegetables, dairy)  
- Make healthy food choices |
| Alcohol, Tobacco and Chemical Substances | 10.1.PK.D  
**Identify and discuss the purposes of medicine.**  
- Identify that medicine can be used to stay healthy  
- Discuss times when medicine may be needed  
- Discuss safety practices related to proper medicine use |
| Health Problems and Disease Prevention | 10.1.PK.E  
**Identify and discuss common health problems.**  
- Participate in discussions about infectious (e.g. colds, flu, chicken pox, pink eye) and non-infectious illnesses (e.g. asthma, allergies)  
- Discuss the concept of “germs”  
- Participate in activities that exemplify the spread of germs |
| Health Practices, Products and Services | 10.2.PK.A  
**Identify fundamental practices for good health.**  
- Practice basic hygiene routines with adult reminders (e.g. hand washing, tooth brushing, cover nose and mouth when sneezing)  
- Explain that we need to eat well, get rest and exercise to stay healthy  
- Identify people that help keep us healthy (e.g. doctor, nurse or dentist, gym teacher)  
- Identify specific practices that support body development and function (e.g., exercise, good nutrition, rest) |
| Health and the Environment | 10.2.PK.E  
**Identify environmental factors that affect health.**  
- Discuss plants, insects and animals that could be harmful; share personal experiences when relevant  
- Identify harmful substances  
- Discuss how we protect our bodies in different seasons (e.g. use sunscreen in summer, wear warm clothing in winter) |
| Standard Area 10.3 Safety and Injury Prevention (2) | Safe and Unsafe Practices |
| Goal P – PMP 5 | Child develops knowledge and skills that help promote nutritious food choices and healthy eating habits self-care skills  
* Identifies a variety of healthy and unhealthy food  
* Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy |
| Goal P – PMP 4 | Child demonstrates personal hygiene and self-care skills  
- Washes hands with soap and water. Knows to do this before eating, after using the bathroom, or after blowing nose  
- Demonstrates increasing ability to take responsibility for participating in personal self-care skills, such as brushing teeth or getting dressed |
| Goal P – PMP 6 |  

<table>
<thead>
<tr>
<th>Pennsylvania Learning Standards for Early Childhood</th>
<th>Head Start Early Learning Outcomes Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10.3.PK.A Recognize safe and unsafe practices</strong></td>
<td>Child demonstrates knowledge of personal safety practices and routines</td>
</tr>
<tr>
<td>• Identify and follow basic safety rules (e.g. on playground, in classroom, on field trip, crossing street)</td>
<td>• Identifies, avoids, and alerts others to danger, such as keeping a safe distance from swings</td>
</tr>
<tr>
<td>• Identify the consequence of an unsafe behavior</td>
<td>• Identifies and follows basic safety rules with adult guidance and support, such as transportation and street safety practices</td>
</tr>
<tr>
<td>• Identify and avoid unsafe practices (e.g. playing with matches, talking to strangers)</td>
<td></td>
</tr>
<tr>
<td>• Explain how community helpers (e.g. firefighter, police officer) can keep us safe</td>
<td></td>
</tr>
</tbody>
</table>

**Emergency Responses**  
**10.3.PK.B Recognize emergency situations and discuss appropriate responses.**

- Identify procedures for a variety of emergencies (fire, tornado, intruder, medical emergency)
- Participate in discussions that differentiate between emergencies and non-emergencies
- Practice emergency procedures

**Standard Area 10.4 Physical Activity: Gross Motor Coordination (2)**

**Control and Coordination**  
**10.4.PK.A Demonstrate coordination of body movements in active play.**

- Combine large motor movements with the use of equipment (e.g. ride a tricycle, using feet to pedal, catch a ball, throw a bean bag or ball overhand with aim, kick a ball)
- Move and stop with control
- Use outdoor gross motor equipment
- Run with control and direction
- Engage in gross motor games (e.g. Hokey Pokey, London Bridge, Simon Says)
- Perform a variety of movement alongside and with a partner

**Goal P – PMP 1**  
Child demonstrates control, strength, and coordination of large muscles

- Performs activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, or dancing to music
- Demonstrates strength and stamina that allow for participation in a range of physical activities, such as running around playing tag

**Balance and Strength**  
**10.4.PK.B Exhibit balance while moving on the ground or using equipment.**

- Engage in large motor activities that require strength and balance (e.g. marching, hopping, running, jumping, dancing, walking tip toe)
- Walk on a balance beam
- Climb stairs using alternating feet
- Participate in an obstacle course going through tunnels, over or under equipment

**Goal P – PMP 1**  
Child demonstrates control, strength, and coordination of large muscles

- Demonstrates balance in large-muscle movement, such as walking on a log without falling or balancing on one leg

**Standard Area 10.5 Concepts, Principles and Strategies of Movement: Fine Motor Development (3)**

**Strength Coordination and Muscle**  
**10.5.PK.A Use hands, fingers and wrists to manipulate objects.**

**Goal P – PMP 3**  
Child demonstrates increasing control, strength, and coordination of small
### Pennsylvania Learning Standards for Early Childhood

| Practice manual self-help skills (e.g. zipping, snapping, buttoning) |
| Practice using scissors |
| Use tongs or tweezers to pick up objects |
| Manipulate smaller objects (e.g. pegs into a pegboard, puzzle pieces, stringing beads) |

### Head Start Early Learning Outcomes Framework

| muscles |
| Uses pincer grip to hold and manipulate tools for writing, drawing, and painting |
| Uses coordinated movements to complete complex tasks, such as cutting along a line, pouring, or buttoning |

### Eye/Hand Coordination

**Coordinate eye and hand movements to perform a task.**

- Act out finger plays with hands and fingers
- Use scissors to cut on a straight line
- Complete self-help skills such as zip, snap or button
- Manipulate smaller objects (e.g. pegs into a pegboard, puzzle pieces, stringing beads)
- Use tools to pour (e.g. funnels, basters, and pitchers)

| Goal P – PMP 3 |
| Child demonstrates increasing control, strength, and coordination of small muscles |
| Easily coordinates hand and eye movements to carry out tasks, such as working on puzzles or stringing beads together |

### Use of Tools

**Use tools that require use of fingers, hands, and/or wrists to accomplish a task.**

- Use writing and drawing implements with functional grasp (pincer grasp)
- Use a variety of art tools (e.g. glue sticks, paint brushes, scissors) for a specific purpose
- Use tools (e.g. broom, dust pan brush, gardening tools) to complete classroom jobs
- Use utensils for eating appropriately
- Use cup or glass for drinking

| Goal P – PMP 3 |
| Child demonstrates increasing control, strength, and coordination of small muscles |
| Uses pincer grip to hold and manipulate tools for writing, drawing, and painting |
| Uses coordinated movements to complete complex tasks, such as cutting along a line, pouring, or buttoning |

### Social and Emotional Development (12)

| Standard Area 16.1 Self-Awareness and Self-Management (4) |
| Manages Emotions and Behaviors 16.1.PK.A |
| Distinguish between emotions and identify socially accepted ways to express them. |
| Recognize and label basic feelings |
| Express feelings that are appropriate to the situation |
| Express feelings verbally or through play and artistic representation |
| Name a range of feelings (e.g. excited, scared, angry, surprised) |
| Control negative responses by expressing them in appropriate ways (e.g. talking with a peer or telling a teacher) |

| Goal – P-ATL 1 |
| Child manages emotions with increasing independence |
| Expresses emotions in ways that are appropriate to the situation |

<p>| Goal P-ATL 10 |
| Child demonstrates initiative and independence |
| Makes choices and communicates |</p>
<table>
<thead>
<tr>
<th>Pennsylvania Learning Standards for Early Childhood</th>
<th>Head Start Early Learning Outcomes Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrate awareness of self and one’s own preferences</td>
<td>• Independently identifies and seeks things to complete activities or tasks, such as gathering art supplies to make a mask or gathering cards to play a matching activity</td>
</tr>
<tr>
<td>• Know and state independent thoughts and feelings</td>
<td></td>
</tr>
<tr>
<td>• Show pride in own accomplishments</td>
<td></td>
</tr>
<tr>
<td>• Demonstrate confidence in own abilities (e.g. “I can kick that ball really far”)</td>
<td></td>
</tr>
<tr>
<td>• Choose materials and activities based on preferences and personal interests</td>
<td></td>
</tr>
</tbody>
</table>

Resiliency
16.1.PK.C

**Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.**

- Stay calm when something does not go the way intended
- Strive to correct mistakes
- Move forward with a second attempt at something after the first attempt was unsuccessful
- Ask for help with a task after an unsuccessful attempt

Goal P – SE 8
Child manages emotions with increasing independence

- Use a range of coping strategies to manage emotions with the support of an adult, such as using words or taking deep breaths

Goal Setting
16.1.PK.D

**Establish goals independently and recognize their influence on choices.**

- Set and discuss goals for play and activities when asked

Standard 16.2 Establishing and Maintaining Relationships (5)

**Relationships**
16.2.PK.A

**Interact with peers and adults in a socially acceptable manner.**

- Engage in reciprocal conversation with familiar peer and adult
- Respond to familiar adult’s questions and directions
- Demonstrate appropriate affection for familiar adults and peers
- Seek out companionship from another child
- Use words denoting friendship
- Ask a child to play (e.g. “Do you want to make a block house with me?”)
- Play cooperatively with a few peers for a sustained period of time
- Respond with empathy to others who are upset
- Share and take turns
- Respect feelings and belongings of others

Goal P – SE 1
Child engages in and maintains positive relationships and interactions with adults

- Shows affection and preference for adults who interact with them on a regular basis

Goal P – SE 3
Child engages in and maintains positive interactions and relationships with other children

- Takes turns in conversations and interactions with other children
- Develop friendships with one or two preferred other children

Diversity
16.2. PK.B

**Identify similarities and differences between self and others.**

- Understand that each person has a set of unique characteristics
- Make drawings of people, including self-portraits, depicting body parts, clothing, and other physical characteristics
- Label personal characteristics
- Discuss the similarities and differences between self and others
- Understand that family structures may differ from one family to another

Goal P – SE 9
Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests

- Describe a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people
<table>
<thead>
<tr>
<th>Pennsylvania Learning Standards for Early Childhood</th>
<th>Head Start Early Learning Outcomes Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>another</td>
<td>Goal P – LC 4</td>
</tr>
<tr>
<td>• Understand that the thoughts and feelings of others may differ from own</td>
<td>Child understands, follows, and uses appropriate social and conversational rules</td>
</tr>
<tr>
<td>• Demonstrate respect for children’s differences, including differences in thoughts and feelings</td>
<td>• Maintains multi-turn conversations with adults, other children, and within larger groups by responding in increasingly sophisticated ways, such as asking related questions or expressing agreement</td>
</tr>
</tbody>
</table>

**Communication**

16.2.PK.C

**Engage in reciprocal communication with adults and peers.**

- Communicate using detail related to topic being discussed including topics of personal interest, and special events
- Pose questions related to topic being discussed
- Respond to questions posed by adults and peers
- Allow wait time before responding
- Engage in turn taking

**Managing Interpersonal Conflicts**

16.2. PK.D

**Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict.** *See also 5.2.PK.B*

- Use appropriate words and actions to express one’s own desires
- Identify a problem and discuss possible solutions
- Solve simple conflicts with peers with independence (share, take turns, apologize, try something else, ask for help)
- Begin to negotiate conflicts that arise using words before seeking help
- Use words during a conflict instead of physically responding
- Accept and attempt teacher’s or others’ ideas about new strategies to solve a conflict

**Support: Asking for Help**

16.2.PK.E

**Ask for and accept offers of help when needed or appropriate.**

- Attempt tasks independently before asking for help
- Recognize when help is needed
- Recognize appropriate sources of help (e.g. familiar adult, community helpers, peers)
- Ask for adult help to solve a problem or to complete a task
- Respond appropriately to offers of help (e.g. “That’s okay, I can do it” or “yes, thank you”)

**Standard Area 16.3 Decision Making and Responsible Behavior (3)**

**Decision Making Skills**

16.3.PK.A

**Interpret the consequences of choices.**

- Recognize unsafe situations and tell an adult
- Tell a peer when a rule is broken

**Goal P – ATL 4**
Child manages actions, words, and behavior with increasing independence

- Begins to understand the consequence of behavior, such as
<table>
<thead>
<tr>
<th>Pennsylvania Learning Standards for Early Childhood</th>
<th>Head Start Early Learning Outcomes Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Warn a peer about a safety risk on the playground</td>
<td></td>
</tr>
<tr>
<td>• Encourage two friends who are having a dispute to “use their words and work it out”</td>
<td></td>
</tr>
<tr>
<td>• Discuss the reasons for having rules</td>
<td>hitting leads to an adult giving you quiet time. Can describe the effects their behavior may have on others, such as noticing that another child feels sad when you hit them</td>
</tr>
</tbody>
</table>

**Understanding Social Norms**

**16.3.PK.B**

**Recognize there are socially acceptable ways to behave in different places.**

- Make transitions between places and people with minimal distress
- Use inside voices while indoors and outside voices when outdoors
- Cooperate in both large and small group activities that are facilitated by adult
- Apply classroom rules to new situations
- Adjust to changes in routines and activities
- Follow rules and routines in classroom and other settings with reminders

**Goal P – ATL9**

Child demonstrates flexibility in thinking and behavior

- Applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet

**Responsible Active Engagement**

**16.3.PK.C**

**Actively engage in assisting others when appropriate.**

- Respond with empathy to others who are upset
- Recognize when someone needs help and offer assistance
- Respect another’s attempts to complete tasks independently

**Goal P – SE 7**

Child expresses care and concern toward others

- Makes empathetic statements to adults or other children
- Offers support to adults or other children who are distressed