

**2014 Pennsylvania Pre-Kindergarten Learning Standards for Early Childhood
Alignment to the Pennsylvania Kindergarten Entry Inventory (KEI)**

Alignment to KEI	Pennsylvania Learning Standards for Early Childhood	Pre-Kindergarten Learning Standards Supportive Practices
Social and Emotional Development (4)		
Standard Area 16.1 Self-Awareness and Self- Management		
<p>Indicator #1 Emotional Regulation</p> <p>Student expresses emotions appropriately to adults and peers.</p>	<p>Manages Emotions and Behaviors 16.1.PK.A Distinguish between emotions and identify socially accepted ways to express them. <u>The learner will:</u></p> <ul style="list-style-type: none"> • Express feelings that are appropriate to the situation <p><u>The learner may also:</u></p> <ul style="list-style-type: none"> • Recognize and label basic feelings • 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) 	<p><u>The adult will:</u></p> <ul style="list-style-type: none"> • Offer materials in dramatic play, blocks, and art that encourage children to creatively express emotions • Read books about feelings and talk about what the characters are feeling and the outcomes • Model genuine, appropriate emotional responses • Use expressions (e.g. “I feel…” or “That must have made you feel …”) when interacting with children • Encourage open expression of feelings by asking children how they feel • Respond to children’s verbal and non-verbal cues • Use the Pyramid Model to support children’s social and emotional success • Model and explain an appropriate cool-down strategy (e.g. deep breathing, counting slowly to 5, give yourself a bear hug) • Establish and state clear behavior expectations
<p>Indicator #2 Self-Awareness</p> <p>Student demonstrates awareness of self and one’s own preferences.</p>	<p>Influences of Personal Traits on Life 16.1.PK.B Recognize that everyone has personal traits which guide behavior and choices. <u>The learner will:</u></p> <ul style="list-style-type: none"> • Choose materials and activities independently demonstrating confidence in own abilities <p><u>The learner may also:</u></p> <ul style="list-style-type: none"> • Know and state independent thoughts and feelings • Show pride in own accomplishments • Choose materials and activities based on preferences and personal interests 	<p><u>The adult will:</u></p> <ul style="list-style-type: none"> • Provide children with opportunities to make decisions and choices • Ask children to share opinions about classroom activities and other experiences • Graph children’s likes and dislikes • Share enthusiasm and describe child’s abilities and preferences • Display children’s work at their eye level • Ask children about their decisions (e.g. “Why did you decide to play with Legos today?”)
Standard 16.2 Establishing and Maintaining Relationships		
<p>Indicator #3 Conflict Resolution</p> <p>Student distinguishes between appropriate and inappropriate ways to resolve conflict.</p>	<p>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 <u>The learner will:</u></p> <ul style="list-style-type: none"> • Suggest simple solutions to conflict which are most often based upon own needs and desires <p><u>The learner may also:</u></p> <ul style="list-style-type: none"> • 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 (e.g. share, take turns, apologize, try something else, ask for help) • Begin to negotiate conflicts that arise 	<p><u>The adult will:</u></p> <ul style="list-style-type: none"> • Use conflict as an opportunity to teach problem-solving skills • Be available to help children resolve conflicts rather than removing the child or toy • Encourage children to find appropriate ways to resolve conflict • Set up area in your room (e.g. peace table) that children can visit to solve conflicts • Discuss with children possible strategies for resolving conflict • Read stories involving conflict resolution • Use puppets and dramatic play to discuss and demonstrate conflict resolution • Model appropriate language that children can use in conflict situations (e.g. “I feel upset because…”)

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	using words before seeking help <ul style="list-style-type: none"> Use words during a conflict instead of physically responding Accept and attempt teachers' or others' ideas about new strategies to solve a conflict 	
Standard Area 16.3 Decision Making and Responsible Behavior		
Indicator #4 Behavior Regulation Student is aware of limits and expectations and adjusts behavior accordingly.	Understanding Social Norms 16.3.PK.B Recognize there are socially acceptable ways to behave in different places. <u>The learner will:</u> <ul style="list-style-type: none"> Follow rules and routines of the classroom/school with occasional reminders <u>The learner may also:</u> <ul style="list-style-type: none"> 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 	<u>The adult will:</u> <ul style="list-style-type: none"> Discuss expectations of differing environments (e.g. library, restroom, cafeteria, classroom) Discuss expectations of a new or unfamiliar environment or situation Model appropriate behavior Provide visual reminders of classroom rules and expectations Provide consistent rules and expectations in classroom environment Encourage families to provide consistent rules and expectations in home environment
Language and Literacy Development (12)		
Standard Area 1.1 Foundational Skills		
Indicator #5 Print Concepts – Letters Student recognizes and names some upper and lower case letters of the English alphabet. <i>** ELL/DLL students should be scored on their English proficiency for this indicator **</i>	Print Concepts 1.1 PK.B Identify basic features of print. <u>The learner will:</u> <ul style="list-style-type: none"> Recognize and name 8 – 12 upper case letters and 8 – 12 lower case letters <u>The learner may also:</u> <ul style="list-style-type: none"> Differentiate between numbers and letters and letters and words 	<u>The adult will:</u> <ul style="list-style-type: none"> Provide rich environmental print in the classroom Provide a variety of materials (e.g. hands-on) for exploration of letters Provide opportunities in group and learning centers for identifying letters, words, numbers, and sentences Use print and digital-text materials for functional purposes
Indicator #6 Print Concepts – Words Student recognizes that letters make words and that	Phonics and Word Recognition 1.1.PK.D Develop beginning phonics and word skills. <u>The learner will:</u> <ul style="list-style-type: none"> (6) Recognize and reproduce name or other common environmental print in order to convey meaning (8) Demonstrate one-to-one letter sound 	<u>The adult will:</u> <ul style="list-style-type: none"> Provide charts and morning messages for children to read independently Promote reading the room strategy, such as searching for letters and words in environmental print Create learning centers that focus on letters, sounds, words, and creating simple sentences Use print and digital-text materials for functional

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<p>words convey meaning.</p> <p>Indicator #8 Phonics</p> <p>Student associates letters of English alphabet with their sounds.</p> <p><i>** ELL/DLL students should be scored on their English proficiency for this indicator **</i></p>	<p>correspondence for 6 – 10 letters</p>	<p>purposes</p>
<p>Indicator #7 Phonological Awareness</p> <p>Student demonstrates understanding of spoken words, syllables, and sounds.</p>	<p>Phonological Awareness 1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <u>The learner will:</u></p> <ul style="list-style-type: none"> • Isolate and pronounce the initial sounds in spoken single-syllable words <p><u>The learner may also:</u></p> <ul style="list-style-type: none"> • Recognize rhyming words • Recognize when two or more words begin with the same sound (alliteration) • Count syllables in spoken words • Segment single-syllable spoken words into phonemes 	<p><u>The adult will:</u></p> <ul style="list-style-type: none"> • Provide opportunities for children to experiment and play with the sounds that words make through rhymes, nonsense words, poems, music, and chants • Read books that contain rich language (rhyme, repetition, and rhythm) • Provide opportunities for children to clap out the syllables of names or words • Play rhyming and sound games • Provide materials for exploration of sounds
Standard Area 1.2 Reading Informational Text		
<p>Indicator #9 Text Analysis</p> <p>Student demonstrates comprehension of text, both informational and literature.</p>	<p>Key Ideas and Details- Text Analysis 1.2.PK.B Answer questions about a text. <u>The learner will:</u></p> <ul style="list-style-type: none"> • Recall details of a text (informational or story) by answering questions about a text 	<p><u>The adult will:</u></p> <ul style="list-style-type: none"> • Provide purposeful and playful exposure to a variety of informational text (e.g. non-fiction text, recipes, web pages, menus, phone books, maps, etc.) • Ask children to identify facts from text • Ask “who,” “what,” “how,” and “why questions • Provide verbal prompts and picture cues to assist in recall
Standard 1.3: Reading Literature		
<p>Indicator #9 Text Analysis</p> <p>Student demonstrates comprehension of text, both informational and</p>	<p>Key Ideas and Details-Text Analysis 1.3 PK.B Answer questions about a particular story (who, what, how, when, and where). <u>The learner will:</u></p> <ul style="list-style-type: none"> • Recall details of a text (informational or story) by answering questions about a text 	<p><u>The adult will:</u></p> <ul style="list-style-type: none"> • Provide purposeful and playful exposure to a variety of informational text (e.g. non-fiction text, recipes, web pages, menus, phone books, maps, etc.) • Ask children to identify facts from text • Ask “who,” “what,” “how,” and “why questions • Provide verbal prompts and picture cues to assist in recall

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literature.		
<p>Indicator #10 Text Structure</p> <p>Student demonstrates knowledge of text structure.</p>	<p>Craft and Structure- Text Structure 1.2.PK.E Identify the front cover, back cover and title page of a book. <u>The learner will:</u></p> <ul style="list-style-type: none"> Use parts of a book (title, front cover, back cover, illustrations) to engage with text <p><u>The learner may also:</u></p> <ul style="list-style-type: none"> Relate that texts are organized in a predictable format Identify the title page of a book Identify the front cover of a book Identify the back cover of a book 	<p><u>The adult will:</u></p> <ul style="list-style-type: none"> Identify and discuss the front cover, back cover, and title page Ask children to identify the front cover, back cover, and title page of a book
Standard Area 1.4 Writing		
<p>Indicator #11 Stages of Writing</p> <p>Student demonstrates age appropriate writing skills.</p>	<p>Informative / Explanatory Conventions 1.4.PK.F and 1.4.PK.R Emerging to...Spell simple words phonetically. <u>The learner will:</u></p> <ul style="list-style-type: none"> Attempt to reproduce own name and/or simple words, with most letters correct 	<p><u>The adult will:</u></p> <ul style="list-style-type: none"> Provide a variety of materials and opportunities for children to write daily Encourage children to write their name Have children think of how to spell words that have the same sounds as their name Have children sign in and out for the day (e.g. attendance)
<p>Indicator #12 Writing Process</p> <p>Student engages in the writing process by choosing a topic of focus and then dictates, draws or writes a related story.</p>	<p>Informative / Explanatory Focus 1.4.PK.B With prompting and support, draw/dictate about one specific topic. <u>The learner will:</u></p> <ul style="list-style-type: none"> Establish “who” and “what” a narrative will be about (PLANNING) and tell, draw, or write a related story (FOLLOW THROUGH) <p><u>The learner may also:</u></p> <ul style="list-style-type: none"> Create a picture about a nonfiction topic and talk about it with the teacher 	<p><u>The adult will:</u></p> <ul style="list-style-type: none"> Create charts of children’s ideas about topics of interest to facilitate children’s choice of a particular topic Talk about the focus of books and pictures that children see
Standard Area 1.5 Speaking and Listening		
<p>Indicator #13 Expressive Language</p> <p>Student expresses thoughts, feelings and ideas; speaking clearly enough to be understood by most audiences</p>	<p>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. <u>The learner will:</u></p> <ul style="list-style-type: none"> Speak/sign descriptive sentences that can be understood by most audiences <p><u>The learner may also:</u></p> <ul style="list-style-type: none"> Communicate about stories, experiences, and interests using some detail Use appropriate volume to be heard by group, paying attention to inside and outside voices 	<p><u>The adult will:</u></p> <ul style="list-style-type: none"> Speak to and engage children in group and individual conversation daily Re-phrase children’s sentence structure or grammar by repeating the sentence properly Model appropriate volume and pace when speaking Explicitly encourage children to adapt volume and pacing as appropriate to the situation Acknowledge children’s efforts to share stories and experiences add any additional supportive practices from below

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<p>Indicator #14 Receptive Language</p> <p>Student acts upon or responds to dominant spoken language** showing understanding of intent.</p>	<ul style="list-style-type: none"> Use appropriate pacing when speaking <p>Comprehension and Collaboration Evaluating 1.5.PK.C Respond to what a speaker says in order to follow directions, seek help, or gather information. <u>The learner will:</u></p> <ul style="list-style-type: none"> Respond appropriately to simple statements (including two-step directions) and questions <p><u>The learner may also:</u></p> <ul style="list-style-type: none"> Follow two-step directions Act upon or respond to simple statements and questions showing understanding of intent 	<p><u>The adult will:</u></p> <ul style="list-style-type: none"> Reinforce following directions Encourage children to ask questions to find out more information Direct children to multiple sources of assistance and information, including their peers and media resources Encourage children to restate comments made by other children
<p>Indicator #15 Collaborative Communication</p> <p>Student participates in collaborative conversations with peers and adults.</p>	<p>Comprehension and Collaboration- Collaborative Discussion 1.5.PK.A Participate in collaborative conversations with peers and adults in small and larger groups. <u>The learner will:</u></p> <ul style="list-style-type: none"> Use receptive and expressive language strategies to engage in extended reciprocal conversations with familiar adults and peers <p><u>The learner may also:</u></p> <ul style="list-style-type: none"> Communicate using detail related to topic being discussed Pose questions related to topic being discussed Allow wait time before responding Engage in turn taking 	<p><u>The adult will:</u></p> <ul style="list-style-type: none"> Explicitly restate comments made by children and encourage those responding to add further detail, or contribute further to the topic being discussed Encourage children to restate comments made by other children Encourage children to ask questions to find out more information Model appropriate participation in discussions including polite interactions, one person speaking at a time, or asking questions Embed opportunities for children to “turn and talk” to share ideas on a topic
<p>Indicator #16 Conventions of English Language</p> <p>Student demonstrates command of the conventions of Standard English when speaking.</p> <p><i>** ELL/DLL students should be scored on their English proficiency for this indicator **</i></p>	<p>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. <u>The learner will:</u></p> <ul style="list-style-type: none"> Communicate in English with complete sentences about a variety of topics and concepts with limited grammatical errors <p><u>The learner may also:</u></p> <ul style="list-style-type: none"> 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 	<p><u>The adult will:</u></p> <ul style="list-style-type: none"> Speak to and engage children in group and individual conversation daily Re-phrase children’s sentence structure or grammar by repeating the sentence properly Model appropriate use of the conventions of standard English State phrases in both home language and standard English, as appropriate
Mathematical Thinking and Expression (7)		
Standard Area 2.1: Numbers and Operation		
<p>Indicator #17 Counting</p>	<p>Counting and Cardinality 2.1 PK.A.1</p>	<p><u>The adult will:</u></p> <ul style="list-style-type: none"> Teach children counting songs, rhymes, and chants

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<p>Student knows the count sequence.</p> <p>Indicator #18 Naming Numbers</p> <p>Student knows number names.</p>	<p>Know number names and the count sequence. <u>The learner will:</u></p> <ul style="list-style-type: none"> (17) Rote count up to 20 (18) Recognize and name numerals 1 - 10 <p><u>The learner may also:</u></p> <ul style="list-style-type: none"> Match a numeral to a set of 0-10 objects Represent a number of objects with a written numeral 0-10 Differentiate numerals from letters Counts on when a specific number is provided 	<ul style="list-style-type: none"> Provide and read books, poems, chants with numbers, and number concepts Use number words and numerals, including zero, in everyday situations Provide experiences with numbers through daily routines (e.g. attendance, calendar) Provide opportunities for writing numerals and representing numbers Play number recognition games
Standard Area 2.2: Algebraic Concepts		
<p>Indicator #19 Operations and Algebraic Thinking</p> <p>Student understands addition as putting together and adding to, and understands subtraction as taking apart and taking from.</p>	<p>Operations and Algebraic Thinking 2.2 .PK.A.1</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. <u>The learner will:</u></p> <ul style="list-style-type: none"> Combine or separate up to six objects and identify the number of objects remaining <p><u>The learner may also:</u></p> <ul style="list-style-type: none"> Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations 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) Join sets of objects Separate sets of objects Add objects to a set and tell a number story about it 	<p><u>The adult will:</u></p> <ul style="list-style-type: none"> Model using appropriate math vocabulary when adding objects to a set Model using appropriate math vocabulary when taking away from a set Use manipulatives to demonstrate joining and separating sets Tell stories about joining and separating sets
Standard Area 2.3: Geometry		
<p>Indicator #20 Identifying Shapes</p> <p>Student identifies shapes.</p> <p>Indicator #21 Positional Words</p> <p>Student shows understanding of the relative position of objects.</p>	<p>Geometric Identification 2.3.PK.A.1</p> <p>Identify and describe shapes. <u>The learner will:</u></p> <ul style="list-style-type: none"> (20) Name square, circle, triangle and rectangle (21) Use appropriate vocabulary to describe the position of objects (position or order) <p><u>The learner may also:</u></p> <ul style="list-style-type: none"> Describe objects in the environment using names of shapes Recognize and describe the attributes of geometric figures Describe the relative positions of objects using terms such as above, below, beside, in front of, behind, and next to 	<p><u>The adult will:</u></p> <ul style="list-style-type: none"> Explicitly use the names of geometric shapes Take children on a shape walk looking for geometric shapes in the environment Provide books about geometric shapes Provide shapes template, puzzles, attribute blocks, parquetry and pattern blocks in learning centers Model naming shapes as two-dimensional (lying in a plane, flat) or three-dimensional (solid)

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	<ul style="list-style-type: none"> Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (solid) 	
Standard Area 2.4: Measurement, Data and Probability		
<p>Indicator #22 Measurement</p> <p>Student uses measurable attributes to compare objects.</p>	<p>Measurement and Data 2.4.PK.A.1 Describe and compare measurable attributes of length and weights of everyday objects. <u>The learner will:</u></p> <ul style="list-style-type: none"> Compare two objects with a measureable attribute in common <p><u>The learner may also:</u></p> <ul style="list-style-type: none"> 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) 	<p><u>The adult will:</u></p> <ul style="list-style-type: none"> Show children how to measure with non-standard items Provide measuring tools (e.g. rulers, scales, measuring cups) for children to explore and use in their play Explicitly discuss and model use of standard measuring tools, using measurement vocabulary Engage children in cooking experiences Ask questions about measurement (e.g. “How tall are you?” “How much does that weight?” “How many footsteps to the door?”)
<p>Indicator #23 Data</p> <p>Student classifies, counts and compares quantities.</p>	<p>2.4 PK.A.4 Classify objects and count the number of objects in each category. <u>The learner will:</u></p> <ul style="list-style-type: none"> Classify up to 10 objects using one attribute and determines which category has “more of”/“less of” the attribute <p><u>The learner may also:</u></p> <ul style="list-style-type: none"> 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 	<p><u>The adult will:</u></p> <ul style="list-style-type: none"> Provide materials to practice sorting and classifying Model sorting and classifying Use verbal prompts Label storage containers with visual prompts to encourage sorting and classifying Sing, recite finger plays, and read books that explore different categories Ask children about groups (e.g. “Why do these things belong together?”) Collect objects to use for data collection Model organization of data for graphing purposes Model, using mathematical vocabulary, comparing data on graphs and charts (e.g. more, equal, less, not equal) Make comparisons part of daily routine
Approaches To Learning Through Play (5)		
Standard Area AL.1: Constructing and Gathering Knowledge		
<p>Indicator #24 Curiosity and Initiative</p> <p>Student shows interest in a growing range of topics, ideas, and tasks.</p>	<p>Curiosity and Initiative AL.1.PK.A Explore and ask questions to seek meaningful information about a growing range of topics, ideas and tasks. <u>The learner will:</u></p> <ul style="list-style-type: none"> Show interest in new experiences by watching others, handling materials, or asking questions <p><u>The learner may also:</u></p> <ul style="list-style-type: none"> Utilize senses to explore and learn from the environment 	<p><u>The adult will:</u></p> <ul style="list-style-type: none"> Stimulate children’s curiosity through use of “provocation” strategies when introducing new topics or ideas (e.g. ask children to guess what might be inside a box) Provide real objects that can be manipulated or explored to understand a concept Respond to children’s questions with explanations that help them to understand Encourage children to research answers to questions through books and other media Regularly rotate classroom materials and formally

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	<ul style="list-style-type: none"> • Show interest and interact with peers about their work or actions • Demonstrate interest in new materials and experiences that are introduced into the classroom • Ask questions to understand something (e.g. “How does that work?”) • Watch peers play and ask to join in 	introduce new objects and activities into the classroom by showing excitement
<p>Indicator # 25 Stages of Play</p> <p>Student uses play to construct knowledge, plan and meet goals, and negotiate interactions with others.</p>	<p>Stages of Play AL.1.PK.C Engage in complex play sequences with two or more children. <u>The learner will:</u></p> <ul style="list-style-type: none"> • Act out a familiar scenario with two or more children assigning and/or assuming roles and discuss actions <p><u>The learner may also:</u></p> <ul style="list-style-type: none"> • Use materials and objects to represent other objects • 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) • Extend play scenarios over more than one day • Incorporate personal experiences and themes learned into play scenarios • Engage in simple games with rules with adult reminders and support 	<p><u>The adult will:</u></p> <ul style="list-style-type: none"> • Understand the stages of play (e.g. solitary, parallel, associative, and cooperative) • Use “I wonder” statements to encourage children to extend their pretend play • Rotate props and materials in the dramatic play area to encourage children to engage in play scenarios with others • Join in pretend play scenarios with children and support children’s positive interactions with peers • When appropriate allow structures or scenario props to stay in location for several days without clean-up • Observe and explicitly point out when children are referencing prior knowledge in their play scenarios • Observe play scenarios for use of new vocabulary, knowledge, and/or for misconceptions/interests that can be addressed through instruction • Engage children in simple game play with their peers • Provide support for positive social interactions when needed • Use children’s cooperative play to model and teach key social skills
<p>Standard Area AL.2: Organizing and Understanding Information</p>		
<p>Indicator #26 Engagement, Attention and Persistence</p> <p>Student attends to tasks, activities, projects and experiences for an extended period of time, even if challenging and despite interruptions.</p>	<p>Engagement and Attention AL.2.PK.A Work toward completing a task, even if challenging, and despite interruptions. <u>The learner will:</u></p> <ul style="list-style-type: none"> • Persist in self-selected activity even in a distracting environment or when task becomes challenging <p><u>The learner may also:</u></p> <ul style="list-style-type: none"> • State when they are being distracted • State when they are frustrated by a challenge • Move away from distractions in order to complete a task 	<p><u>The adult will:</u></p> <ul style="list-style-type: none"> • Save children’s work for later completion if transition to a new activity is necessary • Show flexibility during transitions to allow children who are working on a project time to complete it • Encourage children to complete tasks that are challenging • Help children learn to identify when they become distracted • Allow ample time for children to complete tasks and activities in which they are engaged • Minimize interruptions and disruptions for children who are concentrating on a specific task or activity • Redirect children back to the task at hand when they become distracted • Explicitly teach children simple strategies for staying engaged (e.g. move away from a noise)
<p>Indicator #27 Task Analysis</p>	<p>Task Analysis AL.2.PK.B Independently break simple tasks into steps and complete them one at a time. <u>The learner will:</u></p>	<p><u>The adult will:</u></p> <ul style="list-style-type: none"> • Explicitly provide the desired outcome or end goal of an assigned task or activity • Model goal setting and breaking tasks into steps using explicit vocabulary (e.g. first, next, last)

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<p>Student organizes complex information and thought into small steps and goals.</p>	<ul style="list-style-type: none"> Break simple tasks into steps and complete them one at a time <p><u>The learner may also:</u></p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Use clear and concise directions for the completion of tasks visually and/or verbally Encourage children to relate the sequence, steps, and desired outcomes of self-initiated tasks and activities Review steps of a task with children prior to asking them to complete the task and provide reminders throughout the process

Standard Area AL.4: Learning through Experience

<p>Indicator # 28 Reasoning and Problem Solving</p> <p>Student attempts to accomplish challenging tasks by employing different strategies as needed.</p>	<p>Problem Solving AL.4.PK.C</p> <p>Attempt problem solving activities to achieve a positive outcome.</p> <p><u>The learner will:</u></p> <ul style="list-style-type: none"> Attempt to solve problems in more than one-way, recognizing when help is needed <p><u>The learner may also:</u></p> <ul style="list-style-type: none"> Try new ways to complete a familiar task Ask questions to clarify problems Discuss the different ways used to accomplish a task or to solve a problem Recall and use a previously successful strategy Change plan if a better strategy presents itself Observe mistakes and note the effectiveness of a difference solution (e.g. “That didn’t work because …”) Demonstrate increasing flexibility in a variety of situations, task, and activities 	<p><u>The adult will:</u></p> <ul style="list-style-type: none"> Explicitly discuss and present/model a variety of strategies that can be used to solve problems Create and provide opportunities for learners to engage in problem solving activities Encourage children to use available materials to solve problems Engage learners in interactions that use known strategies in new situations Display a variety of materials and ask learners to complete a task, allowing them to choose the material that best suits the activity Ask open-ended questions that require thought and creative thinking Observe how learners solve problems in the classroom and offer assistance when needed Offer specific feedback on children’s efforts to problem-solve Describe the pros and cons of strategies used by children to solve a problem Ask questions to identify whether or not a solution is working well Allow children to practice solving a problem in multiple ways to support flexible thinking
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Health and Wellness and Physical Development: Learning About My Body (2)

Standard Area 10.5 Concepts, Principles and Strategies of Movement: Fine Motor Development

<p>Indicator #29 Control and Coordination – Fine Motor</p> <p>Student demonstrates coordination, strength and muscle control when manipulating small objects or tools.</p>	<p>Strength Coordination and Muscle 10.5.PK.A</p> <p>Use hands, fingers and wrists to manipulate objects.</p> <p>Eye/Hand Coordination 10.5.PK.B</p> <p>Coordinate eye and hand movements to perform a task.</p> <p><u>The learner will:</u></p> <ul style="list-style-type: none"> Explore and manipulate smaller objects using hands, fingers and wrists <p><u>The learner may also:</u></p> <ul style="list-style-type: none"> Practice manual self-help skills (e.g. zipping, snapping, buttoning) Practice using scissors 	<p><u>The adult will:</u></p> <ul style="list-style-type: none"> Encourage and allow the time for children to dress independently Provide opportunities to use scissors Supply tweezers and tongs to grasp objects Provide a variety of smaller objects to manipulate Teach and encourage children to participate in finger plays Provide opportunities for children to pour water or milk and to serve their own foods
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**2014 Pennsylvania Pre-Kindergarten Learning Standards for Early Childhood
Alignment to the Pennsylvania Kindergarten Entry Inventory (KEI)**

Alignment to KEI	Pennsylvania Learning Standards for Early Childhood	Pre-Kindergarten Learning Standards Supportive Practices
	<ul style="list-style-type: none"> • Use tongs or tweezers to pick up objects • Manipulate smaller objects (e.g. pegs into a pegboard, puzzle pieces, stringing beads) • Act out finger plays with hands and fingers • Use scissors to cut on a straight line • Use tools to pour (e.g. funnels, basters, and pitchers) 	
Standard Area 10.4 Physical Activity: Gross Motor Coordination		
<p>Indicator #30 Control and Coordination – Gross Motor</p> <p>Student demonstrates coordination of body movements.</p>	<p>Control and Coordination 10.4.PK.A Demonstrate coordination of body movements in active play. <u>The learner will:</u></p> <ul style="list-style-type: none"> • Perform a variety of complex movement skills with confidence and ease <p><u>The learner may also:</u></p> <ul style="list-style-type: none"> • 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 	<p><u>The adult will:</u></p> <ul style="list-style-type: none"> • Provide light balls that easily fit in a hand. Encourage child to throw with one hand while stepping forward • Provide targets for children to throw toward (e.g. hula hoops or baskets) • Include toys and equipment that encourage active play (e.g. three- or four-wheeled steerable vehicles, balls, climbers, slides, ramps) • Provide outside time daily • Create opportunities for children to participate in large motor movement games that involve partners • Incorporate movement activities from <i>I am Moving, I am Learning</i> or other physical activity professional development • Engage in physical activity with the children