



Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten Aligned with Frog Street AIM Observational Assessment



Frog Street AIM Observational Assessment Alignment

Pennsylvania Learning Standards for Early Childhood

Pre-Kindergarten

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
Approaches To Learning Through Play	
Standard Area AL.1: Constructing and Gathering Knowledge	
Curiosity and Initiative	
<p>AL.1.PK.A Explore and ask questions to seek meaningful information about a growing range of topics, ideas and tasks.</p> <ul style="list-style-type: none"> Utilize senses to explore and learn from the environment 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 	<p>SF.B.6. Interest: Shows some interest in objects and engages in activities, and increasingly shares them with others.</p> <p>SF.B.2. Persisting with Tasks: Demonstrates the ability to persist with a task for increasing lengths of time.</p>
Risk Taking	
<p>AL.1.PK.B Demonstrate a willingness to participate in new and challenging experiences.</p> <ul style="list-style-type: none"> Actively explore new materials that are introduced into the classroom Observe peers engaged in an unfamiliar or new activity before joining in. Listen attentively to learn proper technique for a new skill, and then follow through using the learned technique State discomfort at trying something new, but make attempts to try after encouragement 	<p>SF.B.2. Persisting with Tasks: Demonstrates the ability to persist with a task for increasing lengths of time.</p>

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
<ul style="list-style-type: none"> 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) 	
Stages of Play	
<p>AL.1.PK.C Engage in complex play sequences with two or more children.</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>SF.B.8. Play/ Work with Peers: Engages with peers with increasing coordination and cooperation.</p>
Standard Area AL.2: Organizing and Understanding Information	
Engagement and Attention	
<p>AL.2.PK.A Work toward completing a task, even if challenging, and despite interruptions.</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>SF.B.6. Interest: Shows some interest in objects and engages in activities, and increasingly shares them with others.</p> <p>SF.B.2. Persisting with Tasks: Demonstrates the ability to persist with a task for increasing lengths of time.</p>
Task Analysis	
<p>AL.2.PK.B Independently break simple tasks into steps and complete them one at a time.</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 	<p>SF.B.7. Planning: Plans and initiates activities of increasing complexity.</p>

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
Persistence	
<p>AL.2.PK.C Attempt to accomplish challenging tasks by employing familiar and new strategies as needed.</p> <ul style="list-style-type: none"> • 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 	<p>SF.B.2. Persisting with Tasks: Demonstrates the ability to persist with a task for increasing lengths of time.</p>
Patterning	
<p>AL.2.PK.D Recognize and extend simple patterns.</p> <ul style="list-style-type: none"> • Identify patterns in the environment (e.g. stripes on a flag) • Clap out rhythmic patterns • Practice extending simple repeating patterns using manipulatives 	<p>SF.B.4. Information Recall and Connection: Recalls or repeat familiar routines, simple activities and past experiences with increasing complexity.</p>
Memory	
<p>AL.2.PK.E Retain and recall information presented over a short period of time.</p> <ul style="list-style-type: none"> • 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 	<p>SF.B.4. Information Recall and Connection: Recalls or repeat familiar routines, simple activities and past experiences with increasing complexity.</p>
Standard Area AL.3: Applying Knowledge	
Creativity	
<p>AL.3.PK.A Use music, art and/or stories to express ideas, thoughts, and feelings.</p> <ul style="list-style-type: none"> • Reference 9.1.M.PK.E; 9.1.D.PK.E; 9.1.V.PK.E; 1.4.PK.M; 1.5.PK.E 	<p>SF.B.10. Creativity and Self-Expression: Demonstrates creative thinking in increasingly complex ways.</p>
Invention	
<p>AL.3.PK.B Produce and explain the purpose for a new creation.</p> <ul style="list-style-type: none"> • Engage in a variety of creative activities 	<p>SF.B.7. Planning: Plans and initiates activities of increasing complexity.</p>

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
<ul style="list-style-type: none"> Describe or draw a desired product (e.g. create a blueprint for a block structure) Answer questions to explain the purpose of a creation Show pride in a creation 	SF.B.10 Creativity and Self-Expression: Demonstrates creative thinking in increasingly complex ways.
Representation	
AL.3.PK.C Use materials and objects to represent new concepts. <ul style="list-style-type: none"> Use non-conforming objects to create representations of real life objects or activities (e.g. block for a phone, stick for a spoon) Use real life objects to represent make-believe or fantasy objects (e.g. spoon for a magic wand, broom for a flying horse) 	SF.B.10. Creativity and Self-Expression: Demonstrates creative thinking in increasingly complex ways.
Standard Area AL.4: Learning Through Experience	
Making Connections	
AL.4.PK.A Relate knowledge learned from one experience to a similar experience in a new setting. <ul style="list-style-type: none"> Relate personal (e.g. home, cultural, community) experiences during play, and other school activities Understand that appropriate activities and events may differ from home to school 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) Practice skills learned in whole group demonstration or role play during center exploration Apply a skill to multiple tasks (e.g. use measuring cups in sensory table, outside, and in cooking activity) 	SF.A.8. Community: Identifies self in relation to community and other groups with increasing awareness.
Resiliency	
AL.4.PK.B Recognize that everyone makes mistakes and that using positive coping	SF.A.7. Self-Confidence: Demonstrates increasing self-confidence in own abilities.

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
skills can result in learning from the experience. <ul style="list-style-type: none"> Reference 16.1.PK.C 	SF.B.2. Persisting with Tasks: Demonstrates the ability to persist with a task for increasing lengths of time.
Problem Solving	
AL.4.PK.C Attempt problem solving activities to achieve a positive outcome. <ul style="list-style-type: none"> Try new ways to complete a familiar task 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 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 	SF.B.2. Persisting with Tasks: Demonstrates the ability to persist with a task for increasing lengths of time. SF.B.4. Information Recall and Connection: Recalls or repeat familiar routines, simple activities and past experiences with increasing complexity. SF.B.10. Creativity and Self-Expression: Demonstrates creative thinking in increasingly complex ways.
Language and Literacy Development	
Standard Area 1.1 Foundational Skills	
Book Handling	
1.1 PK.A Practice appropriate book handling skills. <ul style="list-style-type: none"> Orient a book correctly Turn pages in order Use pointers or finger to track print on charts, posters, environmental print or in books Practice tracking from top to bottom and left to right with scaffolding 	LL.B.3. Concepts of Print: Shows interest in print and expands ability to identify features and purposes of text.

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
Print Concepts	
1.1 PK.B Identify basic features of print. <ul style="list-style-type: none"> Differentiate between numbers and letters and letters and words Recognize and name some upper and lower case letters of the alphabet 	LL.B.3. Concepts of Print: Shows interest in print and expands ability to identify features and purposes of text.
Phonological Awareness	
1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <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 Isolate and pronounce initial sounds Segment single-syllable spoken words into phonemes 	LL.B.4. Rhyming Words: Shows interest in rhymes and expands ability to identify and produce rhymes. LL.B.5. Syllables/Onsets and Rimes/Phonemes: Identifies syllables and expands ability to orally blend and segment syllables, onsets and rimes, and phonemes.
Phonics and Word Recognition	
1.1.PK.D Develop beginning phonics and word skills. <ul style="list-style-type: none"> Associate some letters with their names and sounds Identify familiar words and environmental print 	LL.B.8. Upper- and Lowercase Letters: Identifies an increasing number of upper- and lowercase letters. LL.B.9. Letter Sounds: Identifies and produces an increasing number of the most frequent sounds that correspond to letters.
Fluency	
1.1.PK.E Emerging to: Read emergent reader text with purpose and understanding. <ul style="list-style-type: none"> Recite rhymes, songs, and familiar text while tracking with a finger or pointer Apply knowledge of letters, word and sounds to read simple sentences Assemble letters to form words and words to form sentences 	LL.B.3. Concepts of Print: Shows interest in print and expands ability to identify features and purposes of text. LL.B.9. Letter Sounds: Identifies and produces an increasing number of the most frequent sounds that correspond to letters.

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
and (pretend) to read the words or sentences back	
Standard Area 1.2 Reading Informational Text	
Key Ideas and Details- Main Idea	
<p>1.2.PK.A</p> <p>With prompting and support, retell key details of text that support a provided main idea.</p> <ul style="list-style-type: none"> • Know that the details of a text can be used to support a main topic or idea • Provide relevant details from a text which support a provided main idea 	<p>LL.B.2. Retell a Text: Shows interest in books and expands ability to retell parts of stories with gestures, words, or drawings.</p>
Key Ideas and Details- Text Analysis	
<p>1.2.PK.B</p> <p>Answer questions about a text.</p> <ul style="list-style-type: none"> • Use specific details from the text to answer questions • Answer “who” or “what” the text is about • Answer “how” and/or “why” questions using specifics from the text 	<p>LL.B.1. Responds to Questions about a Text: Responds to increasingly complex questions about text.</p>
Key Ideas and Details	
<p>1.2. PK.C</p> <p>With prompting and support, make connections between information in a text and personal experience.</p> <ul style="list-style-type: none"> • Share personal experience and prior knowledge that is relevant to the text • Contribute relevant information to a K (know), W (what child wants to learn), L (what group learned) chart • Choose text based on personal interests and experiences 	<p>LL.B.2. Retell a Text: Shows interest in books and expands ability to retell parts of stories with gestures, words, or drawings.</p> <p>LL.B.1. Responds to Questions about a Text: Responds to increasingly complex questions about text.</p>
Craft and Structure- Text Structure	
<p>1.2 PK.E</p> <p>Identify the front cover, back cover and title page of a book.</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 	<p>LL.B.3. Concepts of Print: Shows interest in print and expands ability to identify features and purposes of text.</p>

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
<ul style="list-style-type: none"> Identify the back cover of a book 	
Craft and Structure-Vocabulary	
<p>1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.</p> <ul style="list-style-type: none"> Participate in discussions about unfamiliar words Connect prior understandings to unfamiliar words 	<p>LL.A.3. Word Meanings: Understands and communicates an increasing number of words.</p> <p>LL.A.4. Word Relationships: Understands associations between new and familiar words, and expands ability to understand verbs with similar meaning and multiple meanings for the same word.</p>
Integration of Knowledge and Ideas	
<p>1.2 PK.G With prompting and support, answer questions to connect illustrations to the written word.</p> <ul style="list-style-type: none"> Retell a simple sequence in a text using picture support Match pictures to ideas, objects, or steps in a sequence Describe pictures in a text in detail to answer specific questions about the text 	<p>LL.B.2. Retell a Text: Shows interest in books and expands ability to retell parts of stories with gestures, words, or drawings.</p> <p>LL.B.1. Responds to Questions about a Text: Responds to increasingly complex questions about text.</p>
Integration of Knowledge and Ideas –Analysis Across Texts	
<p>1.2 PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.</p> <ul style="list-style-type: none"> Recognize that texts have similar components that can be compared and contrasted (e.g. main ideas, details) Participate in strategies that provide opportunities to compare and contrast texts and/or components of texts (e.g. Venn diagrams, T-charts) 	<p>LL.B.2. Retell a Text: Shows interest in books and expands ability to retell parts of stories with gestures, words, or drawings.</p> <p>LL.B.1. Responds to Questions about a Text: Responds to increasingly complex questions about text.</p>
Vocabulary Acquisition and Use	
<p>1.2 PK.J Use new vocabulary and phrases acquired in conversations and being read to.</p>	<p>LL.A.3. Word Meanings: Understands and communicates an increasing number of words.</p>

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
<ul style="list-style-type: none"> • Talk about pictures using new vocabulary words or phrases • Use new vocabulary in the context of dramatic play, daily routines and classroom conversations • Begin to use new vocabulary when asking questions or describing situations or objects 	LL.A.4. Word Relationships: Understands associations between new and familiar words, and expands ability to understand verbs with similar meaning and multiple meanings for the same word.
1.2 PK.K With prompting and support, clarify unknown words or phrases read aloud. <ul style="list-style-type: none"> • Recognize words or phrases that are unfamiliar to them • Ask, “What does that mean?” • Talk about connections between familiar and unfamiliar words or phrases that mean similar things (e.g. grass, lawn) 	LL.A.3. Word Meanings: Understands and communicates an increasing number of words. LL.A.4. Word Relationships: Understands associations between new and familiar words, and expands ability to understand verbs with similar meaning and multiple meanings for the same word.
Range of Reading	
1.2 PK.L With prompting and support, actively engage in group reading activities with purpose and understanding. <ul style="list-style-type: none"> • Ask and answer questions about text 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 	LL.B.2. Retell a Text: Shows interest in books and expands ability to retell parts of stories with gestures, words, or drawings. LL.B.1. Responds to Questions about a Text: Responds to increasingly complex questions about text.
Standard 1.3: Reading Literature	
Key Ideas and Details-Theme	
1.3 PK.A With prompting and support, retell a familiar story in a sequence with picture support. <ul style="list-style-type: none"> • Retell a story in sequential order using various materials 	LL.B.2. Retell a Text: Shows interest in books and expands ability to retell parts of stories with gestures, words, or drawings.
Key Ideas and Details-Text Analysis	
1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).	LL.B.1. Responds to Questions about a Text: Responds to increasingly complex questions about text.

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
<ul style="list-style-type: none"> Use specific details from the story to answer questions 	
Key Ideas and Details-Literacy Elements	
<p>1.3 PK.C With prompting and support, answer questions to identify characters, settings, and major events in a story.</p> <ul style="list-style-type: none"> 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 	<p>LL.B.2. Retell a Text: Shows interest in books and expands ability to retell parts of stories with gestures, words, or drawings.</p> <p>LL.B.1. Responds to Questions about a Text: Responds to increasingly complex questions about text.</p>
Craft and Structure Point of View	
<p>1.3 PK.D With prompting and support, name the author and illustrator of a story.</p> <ul style="list-style-type: none"> Understand that an author writes the story Understand that the illustrator draws the pictures 	<p>LL.B.3. Concepts of Print: Shows interest in print and expands ability to identify features and purposes of text.</p>
Craft and Structure- Text Structure	
<p>1.3 PK.E With prompting and support, recognize common types of text.</p> <ul style="list-style-type: none"> Understand that different types of texts are used for different purposes Understand that a storybook has characters, setting, and actions associated with words and, most often, illustrations Understand that a poem consists of words arranged in patterns of sound (e.g. rhyming words, alliteration) Tell if a text is storybook or poem Differentiate between real and make-believe 	<p>LL.B.3. Concepts of Print: Shows interest in print and expands ability to identify features and purposes of text.</p>
Craft and Structure-Vocabulary	
<p>1.3. PK.F Answer questions about unfamiliar words read aloud from a story.</p> <ul style="list-style-type: none"> Participate in discussions about unfamiliar words 	<p>LL.A.3. Word Meanings: Understands and communicates an increasing number of words.</p>

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
<ul style="list-style-type: none"> Connect prior understandings to unfamiliar words 	LL.A.4. Word Relationships: Understands associations between new and familiar words, and expands ability to understand verbs with similar meaning and multiple meanings for the same word.
Integration of Knowledge and Ideas Sources	
1.3 PK.G Describe pictures in books using detail. <ul style="list-style-type: none"> Attach action and descriptive words to illustrations (e.g. “That man in the yellow hat is running fast”) 	LL.B.2. Retell a Text: Shows interest in books and expands ability to retell parts of stories with gestures, words, or drawings.
Integration of Knowledge and Ideas Text Analysis	
1.3.PK.H Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. <ul style="list-style-type: none"> Understand that characters within the same story or characters from different stories can be compared and contrasted Participate in strategies that provide opportunities to compare and contrast the experiences of characters (e.g. Venn diagrams, T-charts, dramatic play) 	LL.B.1. Responds to Questions about a Text: Responds to increasingly complex questions about text.
Vocabulary Acquisition & Use Strategies	
1.3.PK.I With prompting and support, clarify unknown words or phrases read aloud. <ul style="list-style-type: none"> Recognize words or phrases that are unfamiliar to them Ask, “What does that mean?” Talk about connections between familiar and unfamiliar words or phrases that mean similar things (e.g. grass, lawn) 	LL.A.3. Word Meanings: Understands and communicates an increasing number of words. LL.A.4. Word Relationships: Understands associations between new and familiar words, and expands ability to understand verbs with similar meaning and multiple meanings for the same word.
Vocabulary Acquisition and Use	
1.3.PK.J Use new vocabulary and phrases acquired in conversations and being read to. <ul style="list-style-type: none"> Talk about pictures using new vocabulary words or phrases Use new vocabulary in the context of dramatic play, daily 	LL.A.3. Word Meanings: Understands and communicates an increasing number of words. LL.A.4. Word Relationships: Understands associations between new and familiar words, and expands ability to

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
routines and classroom conversations <ul style="list-style-type: none"> • Begin to use new vocabulary when asking questions or describing situations or objects 	understand verbs with similar meaning and multiple meanings for the same word.
Range of Reading	
1.3.PK.K With prompting and support, actively engage in group reading activities with purpose and understanding. <ul style="list-style-type: none"> • 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 	LL.B.2. Retell a Text: Shows interest in books and expands ability to retell parts of stories with gestures, words, or drawings. LL.B.1. Responds to Questions about a Text: Responds to increasingly complex questions about text.
Standard Area 1.4 Writing	
Informative/Explanatory	
1.4.PK.A Draw/dictate to compose informative /explanatory texts examining a topic. <ul style="list-style-type: none"> • Use illustration/dictation to convey meaning about a particular topic • Create a picture about a nonfiction topic and talk about it with the teacher 	LL.C.2. Writing to Convey Meaning: Conveys meaning through writing with increasing effectiveness.
Informative / Explanatory Focus	
1.4.PK.B With prompting and support, draw/dictate about one specific topic. <ul style="list-style-type: none"> • Create a picture about a nonfiction topic and talk about it with the teacher 	LL.C.2. Writing to Convey Meaning: Conveys meaning through writing with increasing effectiveness.
Informative / Explanatory Organization	
1.4.PK.C With prompting and support, generate ideas to convey information. <ul style="list-style-type: none"> • Brainstorm ideas for pictures and stories 	LL.C.2. Writing to Convey Meaning: Conveys meaning through writing with increasing effectiveness.

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
<ul style="list-style-type: none"> Tell teacher what she/he will draw 	
<p>1.4.PK.D With prompting and support, make logical connections between drawing and dictation.</p> <ul style="list-style-type: none"> Understand that words are connected to print Work with teacher to create words or sentences that relate to drawings 	<p>LL.C.2. Writing to Convey Meaning: Conveys meaning through writing with increasing effectiveness.</p>
Informative / Explanatory Conventions	
<p>1.4.PK.F Emerging to...Spell simple words phonetically.</p> <ul style="list-style-type: none"> Write symbols, letters, or letter-like shapes Attempt to reproduce own name and/or simple words, with most letters correct 	<p>LL.C.1. Name Recognition and Writing: Recognizes letters of own name and expands ability to recognize and write own name.</p> <p>LL.C.2. Writing to Convey Meaning: Conveys meaning through writing with increasing effectiveness.</p>
Narrative	
<p>1.4.PK.M Dictate narratives to describe real or imagined experiences or events.</p> <ul style="list-style-type: none"> 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 	<p>LL.C.2. Writing to Convey Meaning: Conveys meaning through writing with increasing effectiveness.</p>
Narrative Focus	
<p>1.4.PK.N Establish “who” and “what” the narrative will be about.</p> <ul style="list-style-type: none"> 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 	<p>LL.C.2. Writing to Convey Meaning: Conveys meaning through writing with increasing effectiveness.</p>

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
Narrative Content	
<p>1.4.PK.O With prompting and support, describe experiences and events.</p> <ul style="list-style-type: none"> 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 	<p>LL.C.2. Writing to Convey Meaning: Conveys meaning through writing with increasing effectiveness.</p>
Narrative Organization	
<p>1.4.PK.P Recount a single event and tell about the events in the order in which they occurred.</p> <ul style="list-style-type: none"> 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 	<p>LL.C.2. Writing to Convey Meaning: Conveys meaning through writing with increasing effectiveness.</p>
Narrative Conventions of Language	
<p>1.4.PK.R Emerging to: Spell simple words phonetically.</p> <ul style="list-style-type: none"> Write symbols, letters, or letter like shapes Attempt to reproduce own name and/or simple words, with most letters correct 	<p>LL.C.1. Name Recognition and Writing: Recognizes letters of own name and expands ability to recognize and write own name.</p> <p>LL.C.2. Writing to Convey Meaning: Conveys meaning through writing with increasing effectiveness.</p>
Production and Distribution of Writing Process	
<p>1.4.PK.T With guidance and support from adults and peers, respond to questions and suggestions, add details as needed.</p> <ul style="list-style-type: none"> Understand that drawings and dictations can convey meaning to an audience Understand that stories may have to be changed to make 	<p>LL.C.2. Writing to Convey Meaning: Conveys meaning through writing with increasing effectiveness.</p>

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
<p>meaning more clear</p> <ul style="list-style-type: none"> • Share work with others • Participate in discussions about their work • When prompted, make changes to work based on feedback 	
Conducting Research	
<p>1.4.PK.V Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic.</p> <ul style="list-style-type: none"> • 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?”) • Use a variety of resources (e.g. adults and peers, books, digital media, maps, recipes, experts) to find new information 	<p>CS.A.2. Explore, Examine, and Investigate: Explores objects and people and expands ability to gather and communicate information about them.</p>
Credibility, Reliability, and Validity of Sources	
<p>1.4.PK.W With guidance and support, recall information from experiences or books.</p> <ul style="list-style-type: none"> • Respond to prompts which require reference to prior experiences • Relate prior experiences and learning to a current topic 	<p>SF.B.4. Information Recall and Connection: Recalls or repeat familiar routines, simple activities and past experiences with increasing complexity.</p>
Range of Writing	
<p>1.4.PK.X Emerging to: Write routinely over short time frames.</p> <ul style="list-style-type: none"> • Engage in writing opportunities including journaling • Ask teacher to “write down the words” of his/her story or to his/her drawing • Ask to revisit previous work 	<p>LL.C.2. Writing to Convey Meaning: Conveys meaning through writing with increasing effectiveness.</p>

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
Standard Area 1.5 Speaking and Listening	
Comprehension and Collaboration- Collaborative Discussion	
<p>1.5.PK.A Participate in collaborative conversations with peers and adults in small and larger groups.</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>LL.A.2. Speaking/Purposes and Situations: Communicates with adults and peers for a variety of purposes in different situations.</p>
Comprehension and Collaboration Critical Listening	
<p>1.5.PK.B Answer questions about key details in a text read aloud or information presented orally or through other media.</p> <ul style="list-style-type: none"> • Respond to a question with an answer or details related to the topic being discussed 	<p>LL.B.1. Responds to Questions about a Text: Responds to increasingly complex questions about text.</p> <p>LL.A.2. Speaking/Purposes and Situations: Communicates with adults and peers for a variety of purposes in different situations.</p>
Comprehension and Collaboration Evaluating	
<p>1.5.PK.C Respond to what a speaker says in order to follow directions, seek help, or gather information.</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>LL.A.1. Listening/Purposes and Situations: Understands adults and peers in a variety of contexts and different situations.</p>
Presentation of Knowledge and Ideas Purpose, Audience, and Task	
<p>1.5.PK.D Use simple sentences; share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences.</p> <ul style="list-style-type: none"> • Talk about stories, experiences, and interests using some detail • Use appropriate volume to be heard by group, paying attention to inside and outside voices 	<p>LL.A.5. Sentences: Produces words, and expands ability to produce word phrases and increasingly complex sentences.</p> <p>LL.A.2. Speaking/Purposes and Situations: Communicates with adults and peers for a variety of purposes in different situations.</p>

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
<ul style="list-style-type: none"> Use appropriate pacing when speaking 	
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. <ul style="list-style-type: none"> 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 	LL.A.2. Speaking/Purposes and Situations: Communicates with adults and peers for a variety of purposes in different situations. LL.A.5. Sentences: Produces words, and expands ability to produce word phrases and increasingly complex sentences. LL.A.8. Inflections: Adds inflections of increasingly complexity to appropriate words.
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. <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 	LL.A.5. Sentences: Produces words, and expands ability to produce word phrases and increasingly complex sentences. LL.A.7. Prepositions: Uses an increasing number of prepositions. LL.A.8. Inflections: Adds inflections of increasingly complexity to appropriate words.
Mathematical Thinking and Expression	
Standard Area 2.1: Numbers and Operation	
Counting and Cardinality	
2.1 PK.A.1 Know number names and the count sequence. <ul style="list-style-type: none"> Name numerals up to 10 Rote count up to 20 Match a numeral to a set of 0-10 objects Represent a number of objects with a written numeral 0-10 	CM.A.1. Rote Counting: Demonstrates knowledge of number words and expands ability to reciting number words in sequence.

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
<ul style="list-style-type: none"> Differentiate numerals from letters Counts on when a specific number is provided 	<p>CM.A.2. Object Counting: Demonstrates ability to count and increasing number of objects using one-to-one correspondence with an understanding that the last number tells how many (cardinality).</p> <p>CM.A.3. Making Sets: Demonstrates knowledge of quantity by making and representing sets of objects.</p>
<p>2.1 PK.A.2 Count to tell the number of objects.</p> <ul style="list-style-type: none"> 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 	<p>CM.A.2. Object Counting: Demonstrates ability to count and increasing number of objects using one-to-one correspondence with an understanding that the last number tells how many (cardinality).</p>
Counting and Cardinality: Comparing	
<p>2.1 .PK.A.3 Compare numbers.</p> <ul style="list-style-type: none"> 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 	<p>CM.A.2. Object Counting: Demonstrates ability to count and increasing number of objects using one-to-one correspondence with an understanding that the last number tells how many (cardinality).</p> <p>CM.B.1. Comparing Quantities: Uses increasingly more efficient strategies to compare the numerical value of two quantities.</p>
Mathematical Processes	
<p>2.1.PK.MP Use mathematical processes when quantifying, comparing, representing, and modeling numbers.</p>	<p>CM.A.4. Subitizing (Small Number Recognition): Demonstrates ability to recognize and name an increasing number of objects in a group without having to count.</p>

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
<ul style="list-style-type: none"> Engage in numerical play Persist in numerical play (Reference AL.2.PK.C) When prompted, communicate thinking while engaged in numerical play Talk and listen to peers during numerical play Use common forms of numerical representation (e.g. fingers, tally marks, dots) Use simple forms of numerical representations (e.g. pictures, objects, fingers) 	<p>CM.B.1. Comparing Quantities: Uses increasingly more efficient strategies to compare the numerical value of two quantities.</p>
Standard Area 2.2: Algebraic Concepts	
Operations and Algebraic Thinking	
<p>2.2 .PK.A.1 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</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>CM.B.2. Addition Problems: Solves increasingly complex addition problems.</p> <p>CM.B.3. Subtraction Problems: Solves increasingly complex subtraction problems.</p>
Operations and Algebraic Thinking	
<p>2.2.PK.MP Use mathematical processes when representing relationships.</p> <ul style="list-style-type: none"> Engage in mathematical play Persist in mathematical play (Reference AL.2.PK.C) Problem solve during mathematical play (Reference AL.4.PK.C) When prompted, communicate thinking while engaged in mathematical play 	<p>CM.B.2. Addition Problems: Solves increasingly complex addition problems.</p> <p>CM.B.3. Subtraction Problems: Solves increasingly complex subtraction problems.</p>

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
<ul style="list-style-type: none"> • Talk and listen to peers during mathematical play • Use common forms of numerical representation (e.g. fingers, tally marks, dots) 	CM.B.4. Identifying, Extending, and Creating Patterns: Uses logic and observation to identify, extend, describe, and create patterns.
Standard Area 2.3: Geometry	
Geometric Identification	
2.3.PK.A.1 Identify and describe shapes. <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 • Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (solid) 	CM.C.2. Two-Dimensional Shapes: Explores two-dimensional shapes and expands ability to match, identify and describe these figures. CM.C.3. Three-Dimensional Shapes: Identifies three-dimensional shapes and expands ability to describe three-dimensional shapes.
2.3. PK.A.2 Analyze, compare, create, and compose shapes. <ul style="list-style-type: none"> • 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 	CM.C.4. Combining Shapes: Combines shapes to form new shapes and uses positional words to describe those transformations.
2.3. PK.MP Use mathematical processes when drawing, constructing, modeling, and representing shapes. <ul style="list-style-type: none"> • 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 	CM.B.4. Identifying, Extending, and Creating Patterns: Uses logic and observations to identify, extend, and describe, and create patterns. CM.C.4. Combining Shapes: Combines shapes to form new shapes and uses positional words to describe those transformations.

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
<ul style="list-style-type: none"> • 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	
Measurement and Data	
<p>2.4.PK.A.1 Describe and compare measurable attributes of length and weights of everyday objects.</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) • Compare two objects with a measurable attribute in common to see which object has “more of”/ “less of” the attribute and describe the difference 	<p>CM.C.1. Identifying/Comparing/Measuring: Identifies and compares objects by one measurable attribute and expands ability to multiple attributes.</p>
<p>2.4 PK.A.2 Classify objects and count the number of objects in each category.</p> <ul style="list-style-type: none"> • 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 	<p>CM.B.4. Identifying, Extending, and Creating Patterns: Uses logic and observations to identify, extend, and describe, and create patterns.</p> <p>CM.C.1. Identifying/Comparing/Measuring: Identifies and compares objects by one measurable attribute and expands ability to multiple attributes.</p> <p>CS.A.1. Examining, Describing, and Classifying Data: Sorts and classifies objects, events, and phenomenon by an increasing number of attributes.</p>

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
<p>2.1. PK.MP Use mathematical processes when measuring; representing, organizing, and understanding data.</p> <ul style="list-style-type: none"> 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 	<p>CS.A.1. Examining, Describing, and Classifying Data: Sorts and classifies objects, events, and phenomenon by an increasing number of attributes.</p> <p>CM.B.4. Identifying, Extending, and Creating Patterns: Uses logic and observations to identify, extend, and describe, and create patterns.</p>
<p align="center">Scientific Thinking and Expression: Exploring, Inquiry and Discovery</p>	
<p>Standard Area 3.1.A Biological Sciences: Living and Non-Living Organisms</p>	
<p>Common Characteristics of Life</p>	
<p>3.1 PK.A.1 Recognize the difference between living and non- living things.</p> <ul style="list-style-type: none"> Sort objects by living and non-living Categorize common living things into plants and animals 	<p>CS.A.1. Examining, Describing, and Classifying Data: Sorts and classifies objects, events, and phenomenon by an increasing number of attributes.</p>
<p>Energy Flow</p>	
<p>3.1. PK.A.2 Identify basic needs of plants (water and light) and animals (food, water and light).</p> <ul style="list-style-type: none"> 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 	<p>CS.A.1. Examining, Describing, and Classifying Data: Sorts and classifies objects, events, and phenomenon by an increasing number of attributes.</p> <p>CS.A.2. Explore, Examine, and Investigate: Explores objects and people and expands ability to gather and communicate information about them.</p>

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
Life Cycles	
3.1.PK.A.3 Recognize that plants and animals grow and change. <ul style="list-style-type: none"> Observe and document the growth of a living thing through drawings, writing, and/or photos Describe changes in people and animals over time (e.g. losing teeth, growing out of clothing, beans sprouting) Care for plants and animals in the classroom 	CS.A.2. Explore, Examine, and Investigate: Explores objects and people and expands ability to gather and communicate information about them.
Form and Function	
3.1.PK.A.5 Name basic parts of living things. <ul style="list-style-type: none"> Tell the parts of a person, an animal or a plant Draw a picture of a person, an animal or plant including most of the major observable features 	CS.A.1. Examining, Describing, and Classifying Data: Sorts and classifies objects, events, and phenomenon by an increasing number of attributes.
Science and Inquiry	
3.1.PK.A.9 Participate in simple investigations about living and/or non-living things to answer a question or to test a prediction. <ul style="list-style-type: none"> Ask questions about objects, organisms, and events Use the five senses and simple equipment to gather data Collect objects during a nature walk Describe observations accurately Compare observations with others Make a prediction about the result of the experiment 	CS.A.1. Examining, Describing, and Classifying Data: Sorts and classifies objects, events, and phenomenon by an increasing number of attributes. CS.A.2. Explore, Examine, and Investigate: Explores objects and people and expands ability to gather and communicate information about them.
Standard Area 3.1.B Biological Sciences: Genetics	
Heredity	
3.1.PK.B.1 Recognize and compare physical characteristics of living things from same species. <ul style="list-style-type: none"> Note things that are similar among family members when looking at photographs 	CS.A.1. Examining, Describing, and Classifying Data: Sorts and classifies objects, events, and phenomenon by an increasing number of attributes.

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
<ul style="list-style-type: none"> Identify characteristics of own family (e.g. hair color, eye color and height) Match parent animal with offspring 	CS.A.2. Explore, Examine, and Investigate: Explores objects and people and expands ability to gather and communicate information about them.
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. <ul style="list-style-type: none"> 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 	CS.A.1. Examining, Describing, and Classifying Data: Sorts and classifies objects, events, and phenomenon by an increasing number of attributes. CS.A.2. Explore, Examine, and Investigate: Explores objects and people and expands ability to gather and communicate information about them.
Standard Area 3.1.C Biological Sciences: Evolution	
Unifying Themes (Constancy and Change)	
3.1.PK.C.3 Describe changes that occur in animals. <ul style="list-style-type: none"> Identify changes that occur in animals during the seasons Describe that some animals, such as bear, hibernate when it gets cold 	CS.A.1. Examining, Describing, and Classifying Data: Sorts and classifies objects, events, and phenomenon by an increasing number of attributes. CS.A.2. Explore, Examine, and Investigate: Explores objects and people and expands ability to gather and communicate information about them.
Science as Inquiry	
3.1.PK.C.4 Participate in simple investigations of changes in animals to answer a question or to test a prediction. <ul style="list-style-type: none"> Ask questions about objects, organisms, and events 	CS.A.1. Examining, Describing, and Classifying Data: Sorts and classifies objects, events, and phenomenon by an increasing number of attributes.

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
<ul style="list-style-type: none"> • 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 	CS.A.2. Explore, Examine, and Investigate: Explores objects and people and expands ability to gather and communicate information about them.
Standard Area 3.2.A Physical Sciences: Chemistry	
Properties of Matter	
3.2.PK.A.1 Sort and describe objects according to size, shape, color and texture. <ul style="list-style-type: none"> • Recognize the different types of matter (e.g. solid, liquid, gas) • Describe objects according to size, shape, color or properties of matter • Collect items and sort them according to shape, color or other attributes 	CS.A.1. Examining, Describing, and Classifying Data: Sorts and classifies objects, events, and phenomenon by an increasing number of attributes.
Matter and Energy	
3.2.PK.A.3 Notice change in matter. <ul style="list-style-type: none"> • Point out when a change in matter occurs • Observe differences in water (e.g. ice cube or snow melting and freezing) • Notice changes in food substances during cooking 	CS.A.2. Explore, Examine, and Investigate: Explores objects and people and expands ability to gather and communicate information about them.
Unifying Themes	
3.2.PK.A.5 Recognize that everything is made of matter. <ul style="list-style-type: none"> • 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) 	CS.A.1. Examining, Describing, and Classifying Data: Sorts and classifies objects, events, and phenomenon by an increasing number of attributes.
Science as Inquiry	
3.2.PK.A.6 Participate in simple investigations of matter to answer a question or to test a prediction.	CS.A.1. Examining, Describing, and Classifying Data: Sorts and classifies objects, events, and phenomenon by an increasing number of attributes.

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
<ul style="list-style-type: none"> • 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 	
Standard Area 3.2.B Physical Sciences: Physics	
Force & Motion of Practices & Rigid Bodies	
<p>3.2.PK.B.1 Explore and describe the motion of toys and objects.</p> <ul style="list-style-type: none"> • Comment about the motion of a variety of objects during play • Demonstrate an understanding of fast, slow, back and forth 	<p>CS.A.1. Examining, Describing, and Classifying Data: Sorts and classifies objects, events, and phenomenon by an increasing number of attributes.</p> <p>CS.A.2. Explore, Examine, and Investigate: Explores objects and people and expands ability to gather and communicate information about them.</p>
Nature of Waves (Sound and Light Energy)	
<p>3.2.PK.B.5 Create and describe variations of sound</p> <ul style="list-style-type: none"> • 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 	<p>CS.A.1. Examining, Describing, and Classifying Data: Sorts and classifies objects, events, and phenomenon by an increasing number of attributes.</p> <p>CS.A.2. Explore, Examine, and Investigate: Explores objects and people and expands ability to gather and communicate information about them.</p>
Unifying Themes (Energy)	
<p>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.</p> <ul style="list-style-type: none"> • Recognize basic energy types and sources (e.g. light from the sun, wind, water) • Describe observations of and comment on basic energy types and sources 	<p>CS.A.1. Examining, Describing, and Classifying Data: Sorts and classifies objects, events, and phenomenon by an increasing number of attributes.</p> <p>CS.A.2. Explore, Examine, and Investigate: Explores objects and people and expands ability to gather and communicate information about them.</p>

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
<ul style="list-style-type: none"> Identify what plants and animals need to grow 	
Science as Inquiry	
<p>3.2.PK.B.7 Participate in simple investigations of energy and motion to answer a question or to test a prediction.</p> <ul style="list-style-type: none"> 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 	<p>CS.A.1. Examining, Describing, and Classifying Data: Sorts and classifies objects, events, and phenomenon by an increasing number of attributes.</p> <p>CS.A.2. Explore, Examine, and Investigate: Explores objects and people and expands ability to gather and communicate information about them.</p>
Standard Area 3.3.A Earth and Space Sciences: Earth Structures, Processes and Cycles	
Earth Features and the Processes that Change it	
<p>3.3.PK.A.1 Sort different types of earth materials.</p> <ul style="list-style-type: none"> 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 	<p>CS.A.1. Examining, Describing, and Classifying Data: Sorts and classifies objects, events, and phenomenon by an increasing number of attributes.</p>
Water	
<p>3.3.PK.A.4 Identify a variety of uses for water.</p> <ul style="list-style-type: none"> Identify ways water can be used (e.g. drinking, washing, watering plants, putting out fires, boating and fishing) Explore water during play 	<p>CS.A.2. Explore, Examine, and Investigate: Explores objects and people and expands ability to gather and communicate information about them.</p>
Weather and Climate	
<p>3.3.PK.A.5 Identify seasons that correspond with observable conditions and identify how weather affects daily life.</p> <ul style="list-style-type: none"> Name the four seasons and an observable condition for that season (e.g. falling leaves, snow, rain, buds on trees or 	<p>CS.A.1. Examining, Describing, and Classifying Data: Sorts and classifies objects, events, and phenomenon by an increasing number of attributes.</p>

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
<p>green grass)</p> <ul style="list-style-type: none"> • 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 	
Science as Inquiry	
<p>3.3.PK.A.7 Participate in simple investigations of earth structures, processes, and cycles to answer a question or to test a prediction.</p> <ul style="list-style-type: none"> • 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 	<p>CS.A.1. Examining, Describing, and Classifying Data: Sorts and classifies objects, events, and phenomenon by an increasing number of attributes.</p> <p>CS.A.2. Explore, Examine, and Investigate: Explores objects and people and expands ability to gather and communicate information about them.</p>
Standard Area 3.3.B Origin and Evolution of the Universe	
Comparisons and Structure	
<p>3.3.PK.B.1 Identify objects that can be found in the day or night sky.</p> <ul style="list-style-type: none"> • Talk about things that can be found in the day or night sky (e.g. moon, sun, stars, clouds) • Distinguish between objects found in the day sky and in the night sky • Observe and describe different types of clouds 	<p>CS.A.1. Examining, Describing, and Classifying Data: Sorts and classifies objects, events, and phenomenon by an increasing number of attributes.</p> <p>CS.A.2. Explore, Examine, and Investigate: Explores objects and people and expands ability to gather and communicate information about them.</p>

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
Science as Inquiry	
<p>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.</p> <ul style="list-style-type: none"> • 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 	<p>CS.A.1. Examining, Describing, and Classifying Data: Sorts and classifies objects, events, and phenomenon by an increasing number of attributes.</p> <p>CS.A.2. Explore, Examine, and Investigate: Explores objects and people and expands ability to gather and communicate information about them.</p>
Standard Area 4.1 Environment: Ecology	
The Environment	
<p>4.1.PK.A Identify living and non-living things in the immediate and surrounding environment.</p> <ul style="list-style-type: none"> • Sort objects from the immediate environment by living and non-living 	<p>CS.A.1. Examining, Describing, and Classifying Data: Sorts and classifies objects, events, and phenomenon by an increasing number of attributes.</p>
Energy Flow	
<p>4.1.PK.C Identify that plants need the sun to grow.</p> <ul style="list-style-type: none"> • Participate in experiments that show the effects on plant growth when the sun is removed as a source of energy 	<p>CS.A.2. Explore, Examine, and Investigate: Explores objects and people and expands ability to gather and communicate information about them.</p>
Biodiversity	
<p>4.1.PK.D Identify basic needs of living things.</p> <ul style="list-style-type: none"> • Reference 3.1.PK.A.2 	<p>CS.A.1. Examining, Describing, and Classifying Data: Sorts and classifies objects, events, and phenomenon by an increasing number of attributes.</p>

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
Succession	
<p>4.1.PK.E Identify the change of seasons in the environment.</p> <ul style="list-style-type: none"> 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 	<p>CS.A.1. Examining, Describing, and Classifying Data: Sorts and classifies objects, events, and phenomenon by an increasing number of attributes.</p>
Standard Area 4.2 Watersheds and Wetlands	
Watersheds	
<p>4.2.PK.A Identify various types of moving water in Pennsylvania.</p> <ul style="list-style-type: none"> 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 	<p>CS.A.1. Examining, Describing, and Classifying Data: Sorts and classifies objects, events, and phenomenon by an increasing number of attributes.</p>
Wetlands	
<p>4.2.PK.B Identify a wetland as an ecosystem in Pennsylvania.</p> <ul style="list-style-type: none"> Understand that an ecosystem is a community of living things and everything that surround them Understand that a wetland is an ecosystem in which the living things depend on a large amount of water for survival Participate in classroom activities about wetlands 	<p>CS.A.1. Examining, Describing, and Classifying Data: Sorts and classifies objects, events, and phenomenon by an increasing number of attributes.</p>
Aquatic Ecosystems	
<p>4.2.PK.C Describe an aquatic (water) and terrestrial (land) habitat.</p> <ul style="list-style-type: none"> Understand that a habitat is where a living thing finds its basic needs for survival 	<p>CS.A.1. Examining, Describing, and Classifying Data: Sorts and classifies objects, events, and phenomenon by an increasing number of attributes.</p>

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
<ul style="list-style-type: none"> Describe different places animals can live Match animals to an aquatic (water) or terrestrial (land) habitat Include a description of a specific habitat in drawing, creations, or dictations 	
Standard Area 4.3 Natural Resources	
Use of Natural Resources	
<p>4.3.PK.A Identify how the environment provides for the needs of people in their daily lives.</p> <ul style="list-style-type: none"> Understand that the things we use can be made from things found in the environment Match simple items used by people to its natural resource (e.g. milk to cow, wood for building to tree, wool to sheep) 	<p>CS.A.1. Examining, Describing, and Classifying Data: Sorts and classifies objects, events, and phenomenon by an increasing number of attributes.</p>
Availability of Natural Resources	
<p>4.3.PK.B Identify natural resources available to people in their daily life.</p> <ul style="list-style-type: none"> Understand that natural resources are materials that come from the environment and are used by people Discuss and use natural items collected from the immediate environment 	<p>CS.A.1. Examining, Describing, and Classifying Data: Sorts and classifies objects, events, and phenomenon by an increasing number of attributes.</p>
Standard Area 4.4 Agriculture and Society	
Food and Fiber Systems	
<p>4.4.PK.A Identify what plants and animals need to grow.</p> <ul style="list-style-type: none"> Reference 3.1.PK.A.2 	<p>CS.A.1. Examining, Describing, and Classifying Data: Sorts and classifies objects, events, and phenomenon by an increasing number of attributes.</p>
Applying Sciences to Agriculture	
<p>4.4. PK.C Recognize that plants and animals grow and change.</p> <ul style="list-style-type: none"> Reference 3.1. PK.A.3 	<p>CS.A.1. Examining, Describing, and Classifying Data: Sorts and classifies objects, events, and phenomenon by an increasing number of attributes.</p>

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
Technology Influences on Agriculture	
<p>4.4.PK.D Identify basic tools used in gardening at home and at school.</p> <ul style="list-style-type: none"> • Discuss and answer questions about gardening • Use basic gardening tools 	<p>CS.A.1. Examining, Describing, and Classifying Data: Sorts and classifies objects, events, and phenomenon by an increasing number of attributes.</p>
Standard Area 4.5 Humans and the Environment	
Sustainability	
<p>4.5.PK.A Identify what people need to survive.</p> <ul style="list-style-type: none"> • State that people are living things • Label human needs as air, food, water, shelter, clothing 	<p>CS.A.1. Examining, Describing, and Classifying Data: Sorts and classifies objects, events, and phenomenon by an increasing number of attributes.</p>
Integrated Pest Management	
<p>4.5.PK.B Identify things in the natural environment that can be harmful to people, pets and other living things.</p> <ul style="list-style-type: none"> • Recognize and avoid unsafe things and situations within the immediate natural environment • Discuss plants, insects and animals that could be harmful; share personal experiences when relevant 	<p>CS.A.1. Examining, Describing, and Classifying Data: Sorts and classifies objects, events, and phenomenon by an increasing number of attributes.</p> <p>CS.A.2. Explore, Examine, and Investigate: Explores objects and people and expands ability to gather and communicate information about them.</p>
Pollution	
<p>4.5.PK.C Identify ways people pollute the environment.</p> <ul style="list-style-type: none"> • Identify how litter can have a negative impact on the environment • Participate in experiments that show how litter can impact the environment 	<p>CS.A.1. Examining, Describing, and Classifying Data: Sorts and classifies objects, events, and phenomenon by an increasing number of attributes.</p>

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
<ul style="list-style-type: none"> Identify ways that litter should be handled 	CS.A.2. Explore, Examine, and Investigate: Explores objects and people and expands ability to gather and communicate information about them.
Waste	
4.5.PK.D Describe how everyday human activities generate waste. <ul style="list-style-type: none"> Sort waste into those things that can be recycled and those things that cannot Practice recycling as part of classroom routine 	CS.A.1. Examining, Describing, and Classifying Data: Sorts and classifies objects, events, and phenomenon by an increasing number of attributes. CS.A.2. Explore, Examine, and Investigate: Explores objects and people and expands ability to gather and communicate information about them.
Standard Area 15.4 Computer and Information Technology	
Influence of Emerging Technologies	
15.4.PK.A Identify various technologies used in the classroom and at home. <ul style="list-style-type: none"> Label technology with appropriate vocabulary when using or shown (e.g. telephone, cell phone, computer, TV, camera, tablet, e-reader, Smart board) Discuss personal experiences with technology 	CS.A.1. Examining, Describing, and Classifying Data: Sorts and classifies objects, events, and phenomenon by an increasing number of attributes.
Digital Citizenship	
15.4.PK.B Demonstrate responsible use of technology and equipment. <ul style="list-style-type: none"> 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 	CS.A.1. Examining, Describing, and Classifying Data: Sorts and classifies objects, events, and phenomenon by an increasing number of attributes. CSS.A.1. Rules at Home and School: Responds to adult requests/expectations and expands ability to understand the reason for them.

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
Hardware	
<p>15.4.PK.C With prompting and support, identify peripheral devices of computer system including input and output devices.</p> <ul style="list-style-type: none"> Label computer components (e.g. mouse, printer, keyboard, screen) with appropriate terms when using 	<p>CS.A.1. Examining, Describing, and Classifying Data: Sorts and classifies objects, events, and phenomenon by an increasing number of attributes.</p>
Input Technologies	
<p>15.4.PK.D Demonstrate the correct use of simple input technologies (e.g. mouse, touch screen, microphone, etc.).</p> <ul style="list-style-type: none"> 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 	<p>CS.A.1. Examining, Describing, and Classifying Data: Sorts and classifies objects, events, and phenomenon by an increasing number of attributes.</p> <p>CSS.A.1. Rules at Home and School: Responds to adult requests/expectations and expands ability to understand the reason for them.</p>
Software/Applications	
<p>15.4.PK.G With help and support, select and use various software / applications for an intended purpose.</p> <ul style="list-style-type: none"> Describe a purpose for use of software/application Choose software/application from choices provided by the teacher 	<p>CS.A.1. Examining, Describing, and Classifying Data: Sorts and classifies objects, events, and phenomenon by an increasing number of attributes.</p>
Digital Media	
<p>15.4.PK.K With help and support, identify similarities and differences between text, graphics, audio, animation, and video.</p> <ul style="list-style-type: none"> 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 	<p>CS.A.1. Examining, Describing, and Classifying Data: Sorts and classifies objects, events, and phenomenon by an increasing number of attributes.</p>

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten		Frog Street AIM Observational Assessment Learning Progressions	
Technology Research			
15.4. PK.L With help and support, use web browser to locate content-specific websites. <ul style="list-style-type: none">• Generate or choose a topic to learn about• Follow teacher or peer directions to use web browser to locate information specific to chosen topic		CS.A.1. Examining, Describing, and Classifying Data: Sorts and classifies objects, events, and phenomenon by an increasing number of attributes. SF.B.3. Following Directions: Follows adult lead by imitating actions and expands ability to follow increasingly complex directions.	
Emerging Technologies in Careers			
15.4.PK.M With help and support, identify various technologies used in the workplace <ul style="list-style-type: none">• 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		CS.A.1. Examining, Describing, and Classifying Data: Sorts and classifies objects, events, and phenomenon by an increasing number of attributes.	
Social Studies Thinking: Connecting to Communities			
5. Civics and Government			
Standard Area 5.1 Principles and Documents of Government			
Rule of Law			
5.1 .PK.A State rules and their consequences. <ul style="list-style-type: none">• Describe classroom rules• Explain a consequence for breaking a classroom rule		CSS.A.1. Rules at Home and School: Responds to adult requests/expectations and expands ability to understand the reason for them.	
Symbols			
5.1. PK.F Identify basic American symbols (e.g., American Flag). <ul style="list-style-type: none">• Discuss images, pictures or items that are symbols of America		SF.A.8. Community: Identifies self in relation to community and other groups with increasing awareness.	

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
<ul style="list-style-type: none"> Identify the American Flag Replicate the American Flag using art materials 	
Standard Area 5.2 Rights and Responsibilities of Citizenship	
Civic Rights and Responsibilities	
<p>5.2.PK.A Identify self-membership of a group such as the class or family.</p> <ul style="list-style-type: none"> 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 	<p>SF.A.8. Community: Identifies self in relation to community and other groups with increasing awareness.</p>
Conflict and Resolution	
<p>5.2.PK.B Identify a problem and discuss possible solutions with adult assistance. <i>*see also 16.2. PK.D</i></p> <ul style="list-style-type: none"> 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 share the play dough when there isn't enough) Suggest simple solutions to conflict which are most often based upon own needs and desires 	<p>SF.A.5 Conflict Resolution Strategies: Engages with peers and resolves conflicts with decreasing reliance on adult support.</p>
Leadership and Public Service	
<p>5.2.PK.C Emerging to: Identify classroom projects/activities that support leadership and service.</p> <ul style="list-style-type: none"> Show interest in leadership opportunities Choose a leader for a classroom project Ask to be the line leader Request to help teacher 	<p>SF.A.6. Identifying Abilities: Identifies abilities with increasing ability.</p>

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
Standard Area 5.3 How Government Works	
Government Services	
<p>5.3.PK.C Identify community workers through their uniforms and equipment.</p> <ul style="list-style-type: none"> • 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 	<p>SF.A.8. Community: Identifies self in relation to community and other groups with increasing awareness.</p>
Conflict and the Court System	
<p>5.3.PK.F Identify appropriate behaviors for responsible classroom citizens.</p> <ul style="list-style-type: none"> • 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 	<p>CSS.A.1. Rules at Home and School: Responds to adult requests/expectations and expands ability to understand the reason for them.</p>
6. Economics	
Standard Area 6.1 Scarcity and Choice	
Scarcity and Choice	
<p>6.1.PK.A Emerging to: Identify how scarcity influences choice.</p> <ul style="list-style-type: none"> • 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 	<p>SF.B.5 Using Logic: Uses logic to solve increasingly complex problems.</p>

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
Limited	
<p>6.1.PK.B Emerging to: Identify family wants and needs.</p> <ul style="list-style-type: none"> Identify what people need to survive Demonstrates awareness of one's own preferences Identify personal wants 	<p>SF.A.8. Community: Identifies self in relation to community and other groups with increasing awareness.</p> <p>SF.A.6. Identifying Abilities: Identifies abilities with increasing ability.</p> <p>SF.A.7 Self-Confidence: Demonstrates increasing self-confidence in own abilities.</p>
Incentives and Choice	
<p>6.1.PK.D Identify a choice based on individual interest.</p> <ul style="list-style-type: none"> 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 	<p>SF.A.6. Identifying Abilities: Identifies abilities with increasing ability.</p> <p>SF.A.7 Self-Confidence: Demonstrates increasing self-confidence in own abilities.</p> <p>SF.B.7. Planning: Plans and initiates activities of increasing complexity.</p>
Standard Area 6.2 Market and Economic Systems	
Advertising and Media	
<p>6.2.PK.C Emerging to: Identify advertisements that encourage us to buy things.</p> <ul style="list-style-type: none"> Recognize logos (environmental print) from local businesses Discuss advertisements (e.g. radio, print, TV) 	<p>LL.B.3. Concepts of Print: Shows interest in print and expands ability to identify features and purposes of text.</p>
Price Determination	
<p>6.2.PK.D Explain how money is used.</p> <ul style="list-style-type: none"> 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 	<p>SF.A.8. Community: Identifies self in relation to community and other groups with increasing awareness.</p>

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
Standard 6.3 Functions of Government	
Government's Role in International Trade	
6.3.PK.D Identify products produced locally. <ul style="list-style-type: none"> Name items that come from farms, factories, and/or businesses within the community Talk about products that can be found around their home 	SF.A.8. Community: Identifies self in relation to community and other groups with increasing awareness.
Standard Area 6.5 Income, Profit and Wealth	
Factors Influencing Wages	
6.5.PK.A Differentiate between work and play. <ul style="list-style-type: none"> 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 	SF.B.8. Play/Work with Peers: Engages with peers with increasing coordination and cooperation. SF.B.9. Social Behaviors: Uses increasingly positive social behaviors when interacting with peers
Types of Businesses	
6.5.PK.C Identify local businesses. <ul style="list-style-type: none"> 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) 	SF.B.8. Play/Work with Peers: Engages with peers with increasing coordination and cooperation. SF.B.9. Social Behaviors: Uses increasingly positive social behaviors when interacting with peers
7. Geography	
Standard Area 7.1 Basic Geographic Literacy	
Geographic Tools	
7.1.PK.A Explain how a map is a representation of places. <ul style="list-style-type: none"> Use a simple map Use available materials (e.g. blocks) to represent buildings, roads or houses 	CS.A.1. Examining, Describing, and Classifying Data: Sorts and classifies objects, events, and phenomenon by an increasing number of attributes.

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 	CS.A.1. Examining, Describing, and Classifying Data: Sorts and classifies objects, events, and phenomenon by an increasing number of attributes.
Standard Area 7.2 Physical Characteristics of Places and Regions	
Physical Characteristics	
7.2. PK. A Describe the characteristics of home and frequently visited locations to gain an understanding of physical features. <ul style="list-style-type: none"> • Describe simple characteristics of home (e.g. type of dwelling, where located, what surrounds it) • Identify familiar places in the neighborhood • Describe simple characteristics of business or community structures (e.g. type of dwelling, where located, what surrounds it) 	SF.A.8. Community: Identifies self in relation to community and other groups with increasing awareness.
8. History	
Standard Area 8.1 Historical Analysis and Skills Development	
Continuity and Change Over Time	
8.1.PK.A Identify a sequence of events through a day. <ul style="list-style-type: none"> • Demonstrate an understanding of past, present, and future 	CSS.B.1. Past, Present, and Future: Shows awareness and steps in familiar routines and expands ability to describe series.

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
<p>(e.g. today is_, yesterday was and tomorrow will be , recall information from the immediate past, sequence pictures of self from birth to present)</p> <ul style="list-style-type: none"> Describe the daily routine (e.g., what happens first, before lunch, after lunch, at end of day) Show anticipation for regularly scheduled events Use words to describe time (e.g. yesterday, today, tomorrow, o'clock) 	
Research	
<p>8.1.PK.C Understand that information comes from many sources such as books, computers, and newspapers.</p> <ul style="list-style-type: none"> Label types of media and what information can be gained (e.g. recipes from a cookbook, prices from an advertisement) Locate information on identified topics using media (e.g. music, books, maps, TV programming, newspapers, magazines, movies, Internet, applications, advertising) 	<p>SF.B.4. Information Recall and Connection: Recalls or repeats familiar routines, simple activities and past experiences with increasing complexity.</p> <p>CS.A.2. Explore, Examine, and Investigate: Explores objects and people and expands ability to gather and communicate information about them.</p>
Creative Thinking and Expression: Communicating through the Arts	
Standard Area 9.1.M Production and Performance: Music and Movement	
Elements and Principles	
<p>9.1.M.PK.A Know and use basic elements and principles of music and movement.</p> <ul style="list-style-type: none"> Practice rhythms in different forms of music and dance Explore rhythm instruments Use rhythm instruments as intended Participate in teacher-guided music and movement activities Participate in group movement activities demonstrating an awareness of shared space Demonstrate an understanding of “fast,” “slow,” “loud,” and “soft.” 	<p>SF.B.10. Creativity and Self-Expression: Demonstrates creative thinking in increasingly complex ways.</p>

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
Demonstration	
<p>9.1.M.PK.B Respond to different types of music and dance through participation and discussion.</p> <ul style="list-style-type: none"> • 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 	<p>SF.B.10. Creativity and Self-Expression: Demonstrates creative thinking in increasingly complex ways.</p>
Representation	
<ul style="list-style-type: none"> • 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 	<p>SF.B.10. Creativity and Self-Expression: Demonstrates creative thinking in increasingly complex ways.</p>
Technologies	
<p>9.1.M.PK.J Use a variety of technologies for producing or performing works of art.</p> <ul style="list-style-type: none"> • 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 	<p>SF.B.10. Creativity and Self-Expression: Demonstrates creative thinking in increasingly complex ways.</p>

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
Standard Area 9.1.D Production and Performance: Dramatic and Performance Play	
Demonstrations	
<p>9.1.D.PK.B Recreate a dramatic play experience for an audience.</p> <ul style="list-style-type: none"> • 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 	<p>SF.B.10. Creativity and Self-Expression: Demonstrates creative thinking in increasingly complex ways.</p> <p>LL.A.2. Speaking/Purposes and Situations: Communicates with adults and peers for a variety of purposes and different situations.</p>
Representation	
<p>9.1.D.PKE Use imagination and creativity to express self through dramatic play.</p> <ul style="list-style-type: none"> • Use nonconforming objects to create representations of real life objects or activities • Represent fantasy and real-life experiences through pretend play • Imitate roles of people, animals, or objects observed in life experiences • Use props and costumes during dramatic play • Create props from available materials 	<p>SF.B.10. Creativity and Self-Expression: Demonstrates creative thinking in increasingly complex ways.</p> <p>LL.A.2. Speaking/Purposes and Situations: Communicates with adults and peers for a variety of purposes and different situations.</p>
Standard Area 9.1.V Production and Performance: Visual Arts	
Elements and Principles	
<p>9.1.V.PK.A Know and use basic elements of visual arts.</p> <ul style="list-style-type: none"> • 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 	<p>SF.B.10. Creativity and Self-Expression: Demonstrates creative thinking in increasingly complex ways.</p> <p>PPMD.A.4. Tools and Object Manipulation: Manipulates tools or objects using hands with increasing coordination and control.</p>

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
intensity of strokes and combining colors	
Demonstration	
<p>9.1.V.PK.B Combine a variety of materials to create a work of art.</p> <ul style="list-style-type: none"> • 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 	<p>SF.B.10. Creativity and Self-Expression: Demonstrates creative thinking in increasingly complex ways.</p> <p>PPMD.A.4. Tools and Object Manipulation: Manipulates tools or objects using hands with increasing coordination and control.</p>
Representation	
<p>9.1.V.PK.E Use imagination and creativity to express self through visual arts.</p> <ul style="list-style-type: none"> • 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 	<p>SF.B.10. Creativity and Self-Expression: Demonstrates creative thinking in increasingly complex ways.</p> <p>PPMD.A.4. Tools and Object Manipulation: Manipulates tools or objects using hands with increasing coordination and control.</p>
Technologies	
<p>9.1.V.PK.J Use a variety of technologies for producing works of art.</p> <ul style="list-style-type: none"> • 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 	<p>SF.B.10. Creativity and Self-Expression: Demonstrates creative thinking in increasingly complex ways.</p> <p>PPMD.A.4. Tools and Object Manipulation: Manipulates tools or objects using hands with increasing coordination and control.</p>

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
of art <ul style="list-style-type: none"> • Use recording devices (e.g. digital camera, video recorder) to capture works in progress and finished works of art 	
Standard Area 9.2 Historical and Cultural Context of Works in the Arts	
Perspective	
9.2. PK.D Explain that instruments or art forms represent cultural perspectives. <ul style="list-style-type: none"> • Explore instruments from different cultures • Participate in discussions about where various instruments and art forms originate • Identify cultures represented by various art forms 	SF.B.10. Creativity and Self-Expression: Demonstrates creative thinking in increasingly complex ways.
Standard Area 9.3 Critical Response to Works of Art	
Identification	
9.3. PK.F Recognize and name a variety of art forms. <ul style="list-style-type: none"> • Identify a photo, painting, drawing, dance, and songs 	SF.B.10. Creativity and Self-Expression: Demonstrates creative thinking in increasingly complex ways.
Critical Response	
9.3.PK.G Formulate and share an opinion about others' art products. <ul style="list-style-type: none"> • Observe, applaud or comment on the works of others • Share an opinion about art work when asked, "What do you think this is about?" 	SF.B.10. Creativity and Self-Expression: Demonstrates creative thinking in increasingly complex ways.
Standard Area 9.4 Aesthetic response to Works in the Arts	
Emotional Response	
9.4.PK.B Demonstrate an emotional response to viewing or creating various art works. <ul style="list-style-type: none"> • Respond through body language, facial expression or oral language 	SF.B.10. Creativity and Self-Expression: Demonstrates creative thinking in increasingly complex ways.

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
<ul style="list-style-type: none"> Respond through humming, swaying, tapping foot to others' work Respond at appropriate times (laugh, sigh) at others' performance 	
Health and Wellness and Physical Development: Learning About My Body	
Standard Area 10.1 Concepts of Health	
Interaction of Body Systems	
10.1.PK.B Identify and locate body parts. <ul style="list-style-type: none"> Participate in body identification games and songs (e.g. Hokey Pokey) Point to specific body parts when asked Draw pictures that include some body parts Participate in discussions about the functions of specific body parts 	SF.A.6. Identifying Abilities: Identifies abilities with increasing ability.
Nutrition	
10.1. PK. C Identify foods that keep our body healthy. <ul style="list-style-type: none"> Identify healthy and non-healthy foods Classify foods by their food groups (e.g. fruits, vegetables, dairy) Make healthy food choices 	PPMD.B.2. Nutrition: Increasingly makes and identifies healthy eating choices.
Alcohol, Tobacco and Chemical Substances	
10.1.PK.D Identify and discuss the purposes of medicine. <ul style="list-style-type: none"> Identify that medicine can be used to stay healthy Discuss times when medicine may be needed Discuss safety practices related to proper medicine use 	PPMD.B.1. Personal Care and Basic Hygiene: Performs an increasing number of personal care tasks and basic health practices with decreasing reliance on adult support.
Health Problems and Disease Prevention	
10.1.PK.E Identify and discuss common health problems. <ul style="list-style-type: none"> Participate in discussions about infectious (e.g. colds, flu, chicken pox, pink eye) and non- infectious illnesses (e.g. 	PPMD.B.1. Personal Care and Basic Hygiene: Performs an increasing number of personal care tasks and basic health practices with decreasing reliance on adult support.

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
asthma, allergies) <ul style="list-style-type: none"> • Discuss the concept of “germs” • Participate in activities that exemplify the spread of germs 	
Standard Area 10.2 Healthful Living	
Health Practices, Products and Services	
10.2.PK.A Identify fundamental practices for good health. <ul style="list-style-type: none"> • 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) 	PPMD.B.1. Personal Care and Basic Hygiene: Performs an increasing number of personal care tasks and basic health practices with decreasing reliance on adult support.
Health and the Environment	
10.2.PK.E Identify environmental factors that affect health. <ul style="list-style-type: none"> • 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) 	PPMD.B.1. Personal Care and Basic Hygiene: Performs an increasing number of personal care tasks and basic health practices with decreasing reliance on adult support.
Standard Area 10.3 Safety and Injury Prevention	
Safe and Unsafe Practices	
10.3.PK.A Recognize safe and unsafe practices <ul style="list-style-type: none"> • Identify and follow basic safety rules (e.g. on playground, in classroom, on field trip, crossing street) 	CSS.A.1. Rules at Home and School: Responds to adult requests/expectations and expands ability to understand the reason for them.

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
<ul style="list-style-type: none"> Identify the consequence of an unsafe behavior Identify and avoid unsafe practices (e.g. playing with matches, talking to strangers) Explain how community helpers (e.g. firefighter, police officer) can keep us safe 	
Emergency Responses	
<p>10.3.PK.B</p> <p>Recognize emergency situations and discuss appropriate responses.</p> <ul style="list-style-type: none"> 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 	<p>CSS.A.1. Rules at Home and School: Responds to adult requests/expectations and expands ability to understand the reason for them.</p>
Standard Area 10.4 Physical Activity: Gross Motor Coordination	
Control and Coordination	
<p>10.4.PK.A</p> <p>Demonstrate coordination of body movements in active play.</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>PPMD.A.1. Locomotor Skills: Moves whole body with increasing control, coordination, and balance.</p>
Balance and Strength	
<p>10.4.PK.B</p> <p>Exhibit balance while moving on the ground or using equipment.</p> <ul style="list-style-type: none"> Engage in large motor activities that require strength and balance (e.g. marching, hopping, running, jumping, dancing, 	<p>PPMD.A.1. Locomotor Skills: Moves whole body with increasing control, coordination, and balance.</p>

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
walking tip toe) <ul style="list-style-type: none"> • Walk on a balance beam • Climb stairs using alternating feet • Participate in an obstacle course going through tunnels, over or under equipment 	PPMD.A.2. Non-Locomotor Skills: Moves body parts with increasing control, coordination, and balance.
Standard Area 10.5 Concepts, Principles and Strategies of Movement: Fine Motor Development	
Strength Coordination and Muscle	
10.5.PK.A Use hands, fingers and wrists to manipulate objects. <ul style="list-style-type: none"> • 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) 	PPMD.A.4. Tools and Object Manipulation: Manipulates tools or objects using hands with increasing coordination and control.
Eye/Hand Coordination	
10.5.PK.B Coordinate eye and hand movements to perform a task. <ul style="list-style-type: none"> • 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) 	PPMD.A.3. Perceptual/Spatial Awareness: Uses objects with increasing awareness and coordination of the body. PPMD.A.4. Tools and Object Manipulation: Manipulates tools or objects using hands with increasing coordination and control.
Use of Tools	
10.5.PK.C Use tools that require use of fingers, hands, and/or wrists to accomplish a task. <ul style="list-style-type: none"> • Use writing and drawing implements with functional grasp (pincer grasp) • Use a variety of art tools (e.g. glue sticks, paint brushes, 	PPMD.A.4. Tools and Object Manipulation: Manipulates tools or objects using hands with increasing coordination and control.

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
scissors) for a specific purpose <ul style="list-style-type: none"> • 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 	
Social and Emotional Development	
Standard Area 16.1 Self Awareness and Self- Management	
Manages Emotions and Behaviors	
16.1.PK.A Distinguish between emotions and identify socially accepted ways to express them. <ul style="list-style-type: none"> • 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) 	SF.A.1. Emotional Identification: Responds to emotions of others and expands to identifying emotions of self and others. SF.B.1. Self-Control Strategies: Develops strategies to manage the expansion of feelings and thoughts by regulating behavior with decreasing reliance on adult support.
Influences of Personal Traits on Life	
16.1.PK.B Recognize that everyone has personal traits which guide behavior and choices. <ul style="list-style-type: none"> • Demonstrate awareness of self and one’s own preferences • Know and state independent thoughts and feelings • Show pride in own accomplishments • Demonstrate confidence in own abilities (e.g. “I can kick that ball really far”) • Choose materials and activities based on preferences and personal interests 	SF.A.6. Identifying Abilities: Identifies abilities with increasing ability. SF.A.7 Self-Confidence: Demonstrates increasing self-confidence in own abilities.

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
Resiliency	
<p>16.1.PK.C Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.</p> <ul style="list-style-type: none"> 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 	<p>SF.B.1 Self-Control Strategies: Develops strategies to manage the expansion of feelings and thoughts by regulating behavior with decreasing reliance on adult support.</p> <p>SF.B.2. Persisting with Tasks: Demonstrates the ability to persist with a task for increasing lengths of time.</p>
Goal Setting	
<p>16.1.PK.D Establish goals independently and recognize their influence on choices.</p> <ul style="list-style-type: none"> Set and discuss goals for play and activities when asked 	<p>SF.B.7. Planning: Plans and initiates activities of increasing complexity.</p>
Standard 16.2 Establishing and Maintaining Relationships	
Relationships	
<p>16.2.PK.A Interact with peers and adults in a socially acceptable manner.</p> <ul style="list-style-type: none"> 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 	<p>SF.B.8. Play/Work with Peers: Engages with peers with increasing coordination and cooperation.</p> <p>SF.B.9. Social Behaviors: Uses increasingly positive social behaviors when interacting with peers.</p>

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
Diversity	
<p>16.2. PK.B Identify similarities and differences between self and others.</p> <ul style="list-style-type: none"> • 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 • Understand that the thoughts and feelings of others may differ from own • Demonstrate respect for children’s differences, including differences in thoughts and feelings 	<p>SF.A.6. Identifying Abilities: Identifies abilities with increasing ability.</p>
Communication	
<p>16.2.PK.C Engage in reciprocal communication with adults and peers.</p> <ul style="list-style-type: none"> • 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 	<p>LL.A.2. Speaking/Purposes and Situations: Communicates with adults and peers for a variety of purposes and different situations.</p>
<p>16.2.PK.D Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict. *See also 5.2.PK.B</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 (share, take turns, apologize, try something else, ask for help) • Begin to negotiate conflicts that arise using words before 	<p>SF.A.5. Conflict Resolution Strategies: Engages with peers and resolves conflicts with decreasing reliance on adult support.</p>

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
seeking help <ul style="list-style-type: none"> • 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 when needed or appropriate. <ul style="list-style-type: none"> • 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") 	SF.A.4. Seeking Emotional Support: Seeks emotional support from familiar adults and expands ability to rely on them only when very distressed. SF.A.7. Self-Confidence: Demonstrates increasing self-confidence in own abilities. SF.B.1. Self-Control Strategies: Develops strategies to manage the expansion of feelings and thoughts by regulating behavior with decreasing reliance on adult support.
Standard 16.3 Decision Making and Responsible Behavior	
Decision-Making Skills	
16.3.PK.A Interpret the consequences of choices. <ul style="list-style-type: none"> • Recognize unsafe situations and tell an adult • Tell a peer when a rule is broken • Warn a peer about a safety risk on the playground • Encourage two friends who are having a dispute to "use their words and work it out" • Discuss the reasons for having rules 	SF.A.5. Conflict Resolution Strategies: Engages with peers and resolves conflicts with decreasing reliance on adult support. SF.B.8. Play/Work with Peers: Engages with peers with increasing coordination and cooperation. CSS.A.1. Rules at Home and School: Responds to adult requests/expectations and expands ability to understand the reason for them.
Understanding Social Norms	
16.3.PK.B Recognize there are socially acceptable ways to behave in different places.	SF.B.8. Play/Work with Peers: Engages with peers with increasing coordination and cooperation.

Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	Frog Street AIM Observational Assessment Learning Progressions
<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 • Follow rules and routines in classroom and other settings with reminders 	SF.B.9 Social Behaviors: Uses increasingly positive social behaviors when interacting with peers.
Responsible Active Engagement - Empathy	
16.3.PK.C Actively engage in assisting others when appropriate. <ul style="list-style-type: none"> • Respond with empathy to others who are upset • Recognize when someone needs help and offer assistance • Respect another's attempt to complete tasks independently 	SF.A.2. Response to Distressed Peer: Shows distress or concern in response to a distressed peer, and expands to attempt to comfort peer.