

2020

New York State Early Learning Alignment Crosswalk



Patricia E. Persell
New York State Head Start Collaboration Director
Patricia.persell@ccf.ny.gov

New York State Early Learning Alignment Crosswalk

In New York State, there are three resources to guide early care and learning professionals in understanding children’s development and crafting meaningful experiences. These documents (described below) are based on the same research and aligned in their vision of how children develop and what children should know and be able to do from birth to age five. They are provided here, side-by-side, to show the synergistic and parallel nature of this vision. Early care and learning professionals can use this crosswalk to understand how all three resources represent the best knowledge of children’s development. Regardless of which early care and learning setting a child attends in New York State, and which of the three resources is used in that setting, this crosswalk demonstrates agreement on what should be expected as children learn and develop. Please note this crosswalk is only a top-level view, intended to provide you with a basic analysis of the three documents and assist you in your work.

The Head Start Early Learning Outcomes Framework: Ages Birth to Five, (HSELOF) describes the skills, behaviors, and knowledge that programs must foster in all children in a Head Start/Early Head Start program. It includes five central domains: Approaches to Learning; Social and Emotional Development; Language and Literacy; Cognition; and Perceptual, Motor, and Physical Development. These central domains are broken into five domains for infants and toddlers and seven domains for preschoolers. Infant and Toddler domains are Approaches to Learning; Social and Emotional Development; Language and Communication; Cognition; and Perceptual, Motor, and Physical Development. Preschool domains are Approaches to Learning; Social and Emotional Development; Language and Communication; Literacy; Mathematics Development; Scientific Reasoning; and Perceptual, Motor, and Physical Development. Domains are divided into sub-domains with goals that describe broad skills, behaviors, and concepts that are important for school success. Developmental progressions describe the skills, behaviors and concepts that children may demonstrate as they progress. As described in the Head Start Act, the Framework is central to program operations that promote high-quality early learning environments. There are approximately 59,992 children enrolled in Head Start and Early Head Start each year in New York State (PIR 2018).

The New York State Early Learning Guidelines, Birth to 8, is a child development resource for all early childhood educators working with children from birth through age eight, across all early learning settings. The Guidelines describe how children develop and provide strategies that educators can use to promote child development. The New York State Early Learning Guidelines provide a critical reference tool for trainers, coaches and educators. The strategies suggested within the Guidelines are aligned with five CBK domains: (1) Child Growth and Development, (2) Family and Community Relationships, (3) Observation and Assessment, (4) Environment and Curriculum, and (5) Health Safety and Nutrition.

To assure alignment, the Core Beliefs of the New York State Core Body of Knowledge serve as the guiding principles for the New York State Early Learning Guidelines. These principles guide a shared vision of quality for New York State’s birth through age eight workforce NYS (1,133,448 million children as of 2019).

New York State Prekindergarten Learning Standards: A Resource for School Success A Resource for School Success consolidates all learning standards for four-year-old students into one document. This is the updated version of the New York State Prekindergarten Foundation for the Common Core Learning Standards, published in 2012. This resource was developed by the New York State Education Department’s Office of Early Learning and Curriculum and Instruction. It is intended to be used as a reference tool by teachers, specialists, and administrators responsible for designing programs for four-year-old prekindergarten students. This resource provides a uniform format for learning standards in all content areas to make it easier for users to read and understand. However, users are encouraged to review the full articulations of the New York State Learning Standards where links are provided since they provide a higher level of detail, additional introductory statements and illustrate learning progressions to upper grades. From a planning perspective, this document highlights the importance of addressing young children’s development and learning across all developmental domains. However, the New York State Prekindergarten Learning Standards (NYSPLS) is not a curriculum, assessment or set of teaching strategies. In 2017-2018, there were approximately 122,000 children enrolled in State Funded Prekindergarten in New York State.

Dividing a child’s learning and development into separate domains is somewhat artificial, because children develop holistically, it nevertheless helps early care and education professionals understand how children are learning and developing in all areas, or domains. The three resources share a basic understanding of the five general domains:

1. **Physical Well-Being, Health, and Motor Development** – the overall physical condition of a child and how a child moves his/her body.
2. **Social and Emotional Development** – the ability to express and regulate feelings and to develop relationships with others.
3. **Approaches to Learning** – the innate qualities that manifest in observable behaviors that indicate ways children become engaged in social interactions and learning experiences, and how those affect learning and the acquisition of knowledge.
4. **Cognition and General Knowledge** – the ability to acquire knowledge by thinking about, understanding, and interacting with the world.
5. **Language, Communication, and Literacy** – the ability to convey feelings or thoughts by speaking, gesturing, or writing to be clearly understood by others and to interpret what others are communicating orally, with gestures, or in writing. English Language Development is the development of receptive and expressive English language skills for children who speak a language other than English at home. The learning outcomes of children who are Dual Language Learners are best supported with opportunities to interact and learn in each of their developing languages.

Head Start Early Learning Outcomes Framework	NYS Early Learning Guidelines	NYS Prekindergarten Learning Standards
Physical Development & Health	Well-Being, Health and Motor Development	Physical Development & Health
Social & Emotional Development	Social & Emotional Development	Social & Emotional Learning
Approaches to Learning	Approaches to Learning	Approaches to Learning
Cognition, Mathematics Development, Scientific Reasoning	Cognitive Development	Cognition & Knowledge: Mathematics, Scientific, Logic and Reasoning, Social Studies, Creativity & Technology
Language, Communication, and Literacy	Communication, Language, and Literacy	Language, Literacy, and Communication
<i>English Language Learning is embedded throughout all domains</i>		
<i>*The NYS Early Learning Guidelines are only presented at the top level. If you would like to read more about each domain, please refer directly to the document: http://www.earlychildhoodny.org/pdi/elg.php</i>		

Physical Development and Health

Head Start Early Learning Outcomes Framework

Gross Motor

- Child demonstrates control, strength, and coordination of their large muscles.
- Child uses perceptual information to guide motions and interactions with objects and other people.

Fine Motor

- Child demonstrates increasing control, strength, and coordination of small muscles.

Health, Safety, and Nutrition

- Child demonstrates personal hygiene and self-care skills.
- Child develops knowledge and skills that help promote nutritious food choices and eating habits.
- Child demonstrates knowledge of personal safety practices and routines.

NYS Early Learning Guidelines

Gross Motor Skills

- Child uses and coordinates large muscles groups.

Fine Motor Skills

- Child controls the small muscles in their hands and wrist.

Sensory Integration

- Child uses sight, hearing, smell, taste, touch, pressure and balance to perceive and respond to the world around them.

Self-Care

- Child cares for their physical well-being.

Healthy Sexuality

- Child develops a healthy relationship to their body, pleasure, and gender. This healthy sense of self is supported and demonstrated through respectful, caring, and loving relationships with families' educators and other children.

Managing Risks

- Child analyzes and manages risk and danger.

NYS Prekindergarten Learning Standards

Physical Development

- Uses senses to assist and guide learning.
- Uses sensory information to plan and carry out movements.
- Demonstrates coordination and control of large muscles.
- Combines a sequence of large motor skills with and without the use of equipment.
- Demonstrates eye-hand coordination and fine motor skills.

Physical Development and Health cont.

Physical Fitness

- Engages in a variety of physical fitness activities.

Health and Well-Being

- Demonstrates personal care and hygiene skills.
- Demonstrates awareness and understanding of healthy habits.

Health and Safety

- Demonstrates awareness and understanding of health and safety rules.

Self-Awareness and Self-Management skills

- Regulates responses to needs, feelings and events.
- Recognizes self as an individual having unique abilities, characteristics, feelings and interest.

Social and Emotional Development

Head Start Early Learning Outcomes Framework

Relationships with Adults

- Child engages in and maintains positive relationships and interactions with adults.
- Child engages in prosocial and cooperative behavior with adults.

Relationships with Other Children

- Child engages in and maintains positive interactions and relationships with other children.
- Child engages in cooperative play with other children.
- Child uses basic problem-solving skills to resolve conflicts with other children.

Emotional Functioning

- Child expresses a broad range of emotions and recognizes these emotions in self and others.
- Child expresses care and concern towards others.
- Child manages emotions with increasing independence

Sense of Identity and Belonging

- Child recognizes self as a unique individual having own abilities, characteristics, emotions and interests.
- Child expresses confidence in own skills and positive feelings about self.
- Child has sense of belonging to family, community, and other groups.

NYS Early Learning Guidelines

Trusting Relationships with Adults

- Child develops trusting relationships with nurturing adults.

Sense of Belonging

- Child experiences a sense of belonging in environment that link, extend, and affirm the child's family and community. Child expresses comfort and joy with human diversity.

Cooperation and Negotiation

- Child navigates through friendships with peers through cooperation and negotiation.

Sense of Self

- Child develops a sense of self through noticing and developing their own interests, preferences, and abilities.
- Child increasingly develops self-awareness, confidence, family pride, and positive social identities.

Empathy

- Child forms deep, caring, human connections by imagining what someone else may be thinking and responding with care.
- Child recognizes unfairness and understands that unfairness hurts.

Emotional Self-Regulation

- Child expresses and manages their feelings and impulses.

Social and Emotional Development

Following Rhythms, Rules and Routines

- Child follows the rhythms, rules, and routines of the learning environment.

NYS Prekindergarten Learning Standards

Social Awareness and Relationships with others

- Demonstrates and continues to develop positive relationships with significant adults (caregivers, teachers, and other familiar adults).
- Develops positive relationships with their peers.
- Demonstrates pro-social problem-solving skills in social interactions.

Decision-Making Skills

- Understands and follows routines and rules.

Adaptability

- Adapts to change.

Play and Engagement

- Actively and confidently engages in play as a means of exploration and learning.
- Actively engages in problem solving.

Persistence

- Demonstrates persistence.

Curiosity and Initiative

- Exhibits curiosity, interest, and willingness in learning new things and having new experiences.

Creativity and Imagination

- Approaches tasks, activities and problems with creativity, imagination, and/or willingness to try new experiences or activities.

Approaches to Learning

Head Start Early Learning Outcomes Framework

Emotional and Behavioral Self-Regulation

- Child manages emotions with increasing independence.
- Child follows classroom rules and routines with increasing independence.
- Child appropriately handles and takes care of classroom materials.
- Child manages actions, words, and behavior with increasing independence.

Cognitive Self-Regulation (Executive Functioning)

- Child demonstrates an increasing ability to control impulses.
- Child maintains focus and sustains attention with minimal adult support.
- Child persists in tasks.
- Child holds information in mind and manipulates it to perform tasks.
- Child demonstrates flexibility in thinking and behavior.

Initiative and Curiosity

- Child demonstrates initiative and independence.
- Child shows interest in and curiosity about the world around them.

Creativity

- Child expresses creativity in thinking and communication.
- Child uses imagination in play and interactions with others.

NYS Early Learning Guidelines

Persistence and Attentiveness

- Child focuses on tasks and perseveres in accomplishing them.

Curiosity and Interest

- Child approaches the world with curiosity and develops knowledge about specific topics.

Initiative

- Child pursues their own goals.

Creativity and Inventiveness

- Child uses their imagination to create and invent.

Engineering: Problem Solving with Materials

- Child plans and uses hands, tools, and technology to solve problems with materials.

History and Memory

- Child develops the ability to store, retrieve, and share information about past experiences.

NYS Prekindergarten Learning Standards

Approaches to Learning

Play and Engagement

- Actively and confidently engages in play as a means of exploration and learning.
- Actively engages in problem solving.

Persistence

- Demonstrates persistence.

Curiosity and Initiative

- Exhibits curiosity, interest and willingness to learning new things and having new experiences.

Cognition and Knowledge of the World: Mathematics

Head Start Early Learning Outcomes Framework

Counting and Cardinality

- Child knows number names and the count sequence.
- Child recognizes the number of objects in a small set.
- Child understands the relationship between numbers and quantities.
- Child compares numbers.
- Child associates a quantity with written numerals up to 5 and begins to write numbers.

Operations and Algebraic Thinking

- Child understands addition as adding to and understands subtraction is taking away from.
- Child understands simple patterns.

Measurement

- Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attribution to make comparisons.

Geometry and Spatial Sense

- Child identifies, describes, compares and composes shapes.
- Child explores the positions of objects in space.

NYS Early Learning Guidelines

Comparing and Categorizing

- Child recognizes some similarities and differences between familiar and unfamiliar people, objects or experiences.

Number Sense and Quantity

- Child understands and explores numbers and quantity.

Patterning

- Child develops the ability to identify, describe, extend and create problems.

Spatial Sense and Geometry

- Child understands how objects, points, lines and shapes fit in space.

NYS Prekindergarten Learning Standards

Counting and Cardinality

- Represents several objects (0-5), with a written numeral 0-5 (with 0 representing a count of no objects).
- Understands the relationship between numbers and quantities to 10, connects counting to cardinality.
- When counting objects, says the number names of the standard order, pairing each object with one and only one number name and each number name with one and only one object.
- Explores and develops the concept that the last number name said tells the number of objects counted (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted.
- Answers counting questions using as many as 10 objects arranged in a line, rectangular array, and circle.

Cognitive and Knowledge of the World: Mathematics

- Answers counting questions using as many as 5 objects in a scattered configuration.
- Given a number from 1-10, counts out that many objects.
- Recognizes whether the number of objects in one group is more than, fewer than, or equal to (the same as) the number of objects in another group.
- Identifies first and last related to order position.

Operations and Algebraic Thinking

- Understands addition as adding to, and understands subtraction as taking from.
- Explores addition and subtraction by using objects, fingers, and responding to the real world situations.

Measurement and Data

- Describes and compares measurable attributes.
- Identifies measurable attributes of objects, such as length or weight, and describes them using appropriate vocabulary.
- Sorts objects and shapes into categories; counts the objects in each category.

Geometry

- Identifies and describes shapes (squares, circles, triangles, rectangles).
- Describes objects in the environment using names of shapes and describing the relative positions of these objects using terms such as top, bottom, up, down, above below, in front of, behind, over, under, next to.
- Names shapes regardless of size.
- Explores and creates two and three-dimensional objects.
- Explores two- and three-dimensional objects and uses informal language to describe their similarities, differences, and other attributes.
- Creates and builds shapes from components.

Cognition and Knowledge: Science

Head Start Early Learning Outcomes Framework

Scientific Inquiry

- Child observes and describes observable phenomena (objects, materials, organisms, and events).
- Child engages in scientific talk.
- Child compares and categorizes observable phenomena.

Reasoning and Problem-Solving

- Child asks a question, gathers information, and makes predictions.
- Child plans and conducts investigations and experiments.
- Child analyzes results, draws conclusions, and communicates results.

NYS Early Learning Guidelines

Investigating and Exploring

- Child becomes a scientific thinker by manipulating objects, asking questions, making observations and predictions, and developing generalizations.

Understanding Cause/Effect

- Child understands and explores the causes and effects of actions and events.

Understanding Stability and Change

- Child recognizes and develops the ability to explain how material objects change and how they remain stable.

NYS Prekindergarten Learning Standards

Physical Science

- Asks questions and uses observations to test the claim that different kinds of matter exist as solid or liquid.
- Uses tools and materials to design and build a device that causes an object to move faster with a push or pull.
- Plans and conducts investigations to provide evidence that sound is produced by vibrating material.

Life Science

- Observes familiar plants and animals (including humans) and describes what they need to survive.
- Plans and conducts investigations to determine how familiar plants and/or animals use their external parts to help them survive the environment.
- Develops a model to describe that some young plants and animals are like, but not exactly like their parents.

Earth and Space Sciences

- Observes and describes the apparent motions of the sun, moon, and stars to recognize the predictable patterns.
- Asks questions, make observations, and collects and records data using simple instruments to recognize patterns about how local weather conditions change daily and seasonally.
- Plans, conducts and investigates to determine the effect of sunlight on earths surfaces.

Cognition and Knowledge: Social Studies

Head Start Early Learning Outcomes Framework- Not Applicable

NYS Early Learning Guidelines- Not Applicable

NYS Prekindergarten Learning Standards

Engineering Design

- Asks questions, makes observations, and gathers information about a situation people want to change. Defines a simple problem that can be solved through the development of a new or improved object or tool.
- Develops a simple sketch drawing or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- Analyzes data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Individual Development and Cultural Identity

- Develops a basic awareness of self as an individual within the context of the group, and self within the context of the community.
- Demonstrates awareness and appreciation of their own culture and other cultures.

Civic Ideas and Practices

- Demonstrates an understanding of roles, rights, and responsibilities.
- Begins to learn basic civic democratic principles.

Geography, Humans, and the Environment

- Demonstrates knowledge of the relationship between people, places, and religion.

Time, Continuity and Change

- Develops an understanding of how people and things change over time and how to relate past events to their present and future.

Economic Systems

- Develops a basic understanding of economic concepts within a community.

Cognition and Knowledge: The Arts

Head Start Early Learning Outcomes Framework

Creativity (from Approaches to Learning)

- Child expresses creativity in thinking and communication.
- Child uses imagination in play and interactions with others.

NYS Early Learning Guidelines

Representation

- Child uses symbolic thought to represent.

NYS Prekindergarten Learning Standards

Dance

- Creates dance.
- Performs dance.
- Responds to dance.
- Connects to dance.

Media Arts

- Creates media arts.
- Produces media arts.
- Responds and connects to media arts.

Music

- Creates music.
- Performs music.
- Responds to music.
- Connects to music.

Theater

- Creates theatrical arts.
- Performs theatrical arts.
- Responds to theatrical arts.
- Connects to theatrical arts.

Visual Arts

- Creates visual arts.
- Performs visual arts.
- Responds to visual arts.
- Connects to visual arts.

Creativity and Imagination

- Approaches tasks, activities and problems with creativity, imagination, and/or willingness to try new experiences or activities.

Language, Literary and Communication

Head Start Early Learning Outcomes Framework

Attending and Understanding

- Child attends to communication and language from others.
- Child understands and responds to increasingly complex communication and language from others.

Vocabulary

- Child understands and uses a wide variety of words for a variety of purposes.
- Child shows understanding of word categories and relationships among words.

NYS Early Learning Guidelines

Listening and Understanding

- Child will develop their ability to listen and understand complete, complex, precise and varied language.

Speaking

- Child will develop the ability to speak and or sign in increasing, complete, complex, precise, and varied ways.

Social communication

- Child uses language to relate to others according to the social expectations of their family, community and culture.

Engaging with Stories and Books

- Child enjoys, attends to, understands and makes meaning from spoken and written language of storytelling and books.

NYS Prekindergarten Learning Standards

Motivation

- Demonstrate that they are motivated to communicate.

Background Knowledge

- Demonstrate he/she is building background knowledge.

Viewing

- Demonstrate that he/she understands what they observe.

Vocabulary

- Demonstrate a growing receptive vocabulary.

Representing

- Demonstrates their ability to represent ideas using a variety of methods.

Reading Foundation

- Demonstrate understanding of the organization and basic features of print.
- Demonstrates an emerging understanding of spoken words, syllables, and sounds (phonemes).
- Demonstrates emergent phonics and word analysis skills.
- Displays emergent reading behaviors with purpose and understanding.

Language, Literary and Communication

Head Start Early Learning Outcomes Framework

Phonological Awareness

- Child demonstrates awareness that spoken language is composed of smaller segments of sound.

Comprehension and Text Structure

- Child demonstrates an awareness and understanding of narrative structure through storytelling/re-telling.
- Child asks and answers questions about a book that was read aloud.

Print and Alphabet Knowledge

- Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).
- Child identifies letters of the alphabet and produces correct sounds associated with letters.

Communicating and Speaking

- Child varies the amount of information provided to meet the demands of the situation.
- Child understands, follows, and uses appropriate social and conversational rules.
- Child expresses self in increasingly long, detailed, and sophisticated ways.

NYS Early Learning Guidelines

Phonological Awareness

- Child develops the ability to recognize and manipulate the different sounds in spoken languages.

Composing

- Child uses materials and/or language to make meaning for themselves and/or an audience.

Creating and Interpreting Multimedia Documentation

- Child views, creates and makes meaning of visual communication and multimedia documentation which includes texts, drawing, collections, videos, photographs/displays.

NYS Prekindergarten Learning Standards

Reading

- Participates in discussions about text.
- Retells stories or shares information from a text.
- Develops and answers questions about characters, major events, and pieces of information in a text.
- Exhibits an interest in learning new vocabulary.
- Interacts with a variety of genres.
- Describes the role of an author and illustrator.
- Describing the relationship between illustrations and the text.
- Make connections between self, text, and the world.

Writing

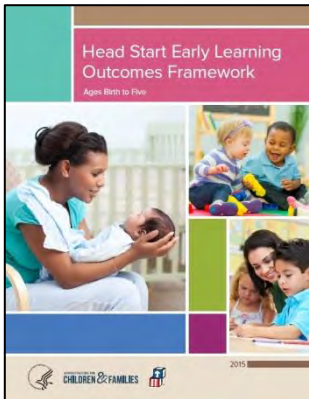
- Uses a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic in child-centered, authentic, play-based learning.
- Uses a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning.
- Uses a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence.
- Creates a response to a text, author, or personal experience.
- Develops questions and participates in shared research and exploration to answer questions and to build and share knowledge.
- Engages in discussion using gathered information from experiences or provided resources.

Speaking and Listening

- Participates in collaborative conversations with diverse peers and adults in small and large groups and during play.
- Interacts with diverse formats and texts (e.g. shared read aloud, video clips, oral storytelling).
- Identifies the speaker.
- Describes familiar people, places things and events.
- Creates visual display (e.g. drawing, art work, building, writing).
- Expresses thoughts, feelings and ideas.
- Demonstrates command of the conversation of academic English grammar and usage when writing or speaking.
- Explores and uses new vocabulary in child-centered, authentic, play based experiences.
- Explores and discusses word relationship and word meanings.
- Uses words and phrases acquired through language rich experiences, conversations, reading and being able to read to, responding to texts, and child-centered, play-based experiences.

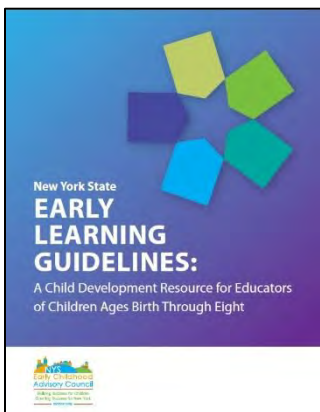
New York State Early Learning Alignment Crosswalk

To learn more about each document, please visit the following sites:



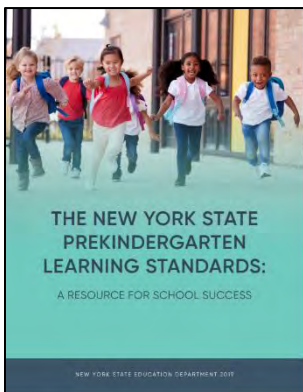
Head Start Early Learning Outcomes Framework, Ages Birth to Five

<https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five>



New York State Early Learning Guidelines, Birth to age 8

<http://www.earlychildhoodny.org/pdi/elg.php>



New York State Prekindergarten Learning Standards

<http://www.p12.nysed.gov/earlylearning/>

