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# New York State Early Learning Alignment Crosswalk



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# New York State Early Learning Alignment Crosswalk

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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*** was revised by the Federal Office of Head Start in 2015 highlights expectations for learning and development that programs must foster in children ages birth to five years. Head Start program leaders are responsible for aligning their curriculum and child assessment tools to these expected outcomes for all children, including those who are dual language learners (DLLs) or with disabilities. Head Start leaders also need to be able to articulate how their chosen curricula align with the New York State Early Learning Guidelines and local school readiness goals.<sup>1</sup> This crosswalk can help programs get started on this analysis. There are approximately 58,000 children enrolled in Head Start and Early Head Start each year in New York State (2015 Program Year, PIR 2016).

***The New York State Early Learning Guidelines*** describe a developmental progression of typical child development. These guidelines are meant to inform teachers and parents about how children typically develop from birth to age five and offer strategies for adults to help support the child’s full development in all domains. Consequently, this document focuses on areas of development to be mindful of, rather than distinct goals for a certain age. The Early Learning Guidelines, unlike the Head Start and Prekindergarten documents, are geared toward all early childhood professions and have the potential of positively impacting the early development of all children under five in New York State (1.4 million children as of 2016).

***The Prekindergarten Foundation for the Common Core*** was released by the New York State Education Department, Office of Early Learning in October 2011. This document identifies a set of skills that children in prekindergarten should know and be able to do by the end of their four-year old, prekindergarten, experience. In 2016, there were approximately 120,000 children enrolled in State Funded Prekindergarten in New York State. We anticipate 121,000 for 2016-2017.

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<sup>1</sup> Head Start Act 2007, SEC. 642A. HEAD START TRANSITION AND ALIGNMENT WITH K-12 EDUCATION. [42 U.S.C. 9837a] *New York State Head Start Collaboration Project, 2016*

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 also 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, Ages Birth to Five  | New York State Early Learning Guidelines (Birth to 5 Years Old)* | New York State Education Department Prekindergarten Foundation for the Common Core (4 Years Old) |
|---|--|--|
| Perceptual, Motor, and Physical Development   | Physical Well-Being, Health, and Motor Development               | Physical Development & Health  |
| Social & Emotional Development  | Social & Emotional Development                                   | Social & Emotional Development   |
| Approaches to Learning  | Approaches to Learning   | Approaches to Learning   |
| Cognition, Mathematics Development, Scientific Reasoning  | Cognition and General Knowledge                                  | Cognition and Knowledge of the World   |
| Language, Communication, and Literacy   | Language, Communication, and Literacy                            | Communication, Language, and Literacy  |
| <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: <a href="http://ccf.ny.gov/files/7813/8177/1285/ELG.pdf">http://ccf.ny.gov/files/7813/8177/1285/ELG.pdf</a></i> |  |  |

# Physical Development and Health

| Head Start Early Learning Outcomes Framework, Ages Birth to Five  | NYS Early Learning Guidelines  | NYS Prekindergarten Foundation for the Common Core   |
|---|--|--|
| <p><b><u>Gross Motor</u></b></p> <ul style="list-style-type: none"> <li>• Child demonstrates control, strength, and coordination of large muscles.</li> <li>• Child uses perceptual information to guide motions and interactions with objects and other people.</li> </ul> <p><b><u>Fine Motor</u></b></p> <ul style="list-style-type: none"> <li>• Child demonstrates increasing control, strength, and coordination of small muscles.</li> </ul> <p><b><u>Health, Safety, and Nutrition</u></b></p> <ul style="list-style-type: none"> <li>• Child demonstrates personal hygiene and self-care skills.</li> <li>• Child develops knowledge and skills that help promote nutritious food choices and eating habits.</li> <li>• Child demonstrates knowledge of personal safety practices and routines.</li> </ul> | <p><b><u>Sensorimotor Skills</u></b></p> <ul style="list-style-type: none"> <li>• The use of the senses (sight, hearing, touch, smell and taste) to guide motions.</li> </ul> <p><b><u>Gross Motor Skills</u></b></p> <ul style="list-style-type: none"> <li>• The ability to move and control large muscles of the body (the neck, trunk, and limbs).</li> </ul> <p><b><u>Fine Motor Skills</u></b></p> <ul style="list-style-type: none"> <li>• The ability to move and control the small muscles of the body (the fingers, wrists, and to a lesser extent the toes).</li> </ul> <p><b><u>Physical Fitness</u></b></p> <ul style="list-style-type: none"> <li>• Daily activities</li> <li>• Variety and Well-Being</li> </ul> <p><b><u>Daily Living Skills</u></b></p> <ul style="list-style-type: none"> <li>• Hygiene</li> </ul> <p><b><u>Nutrition</u></b></p> <p><b><u>Safe Practices</u></b></p> <p><b><u>Rules and Regulations</u></b></p> | <p><b><u>Physical Development</u></b></p> <ul style="list-style-type: none"> <li>• Uses senses to assist and guide learning.</li> <li>• Uses sensory information to plan and carry out movements.</li> <li>• Demonstrates coordination and control of large muscles.</li> <li>• Combines a sequence of large motor skills with and without the use of equipment.</li> <li>• Demonstrates eye-hand coordination and dexterity needed to manipulate objects.</li> </ul> <p><b><u>Physical Fitness</u></b></p> <ul style="list-style-type: none"> <li>• Engages in a variety of physical fitness activities.</li> </ul> <p><b><u>Health and Well-Being</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrates personal care and hygiene skills.</li> <li>• Demonstrates awareness and understanding of healthy habits.</li> </ul> <p><b><u>Health and Safety</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrates awareness and understanding of safety rules.</li> </ul> |

# Social and Emotional Development

| Head Start Early Learning Outcomes Framework, Ages Birth to Five  | NYS Early Learning Guidelines   | NYS Prekindergarten Foundation for the Common Core  |
|---|---|---|
| <p><b><u>Relationships with Adults</u></b></p> <ul style="list-style-type: none"> <li>• Child engages in and maintains positive relationships and interactions with adults.</li> <li>• Child engages in prosocial and cooperative behavior with adults.</li> </ul> <p><b><u>Relationships with Other Children</u></b></p> <ul style="list-style-type: none"> <li>• Child engages in and maintains positive interactions and relationships with other children.</li> <li>• Child engages in cooperative play with other children.</li> <li>• Child uses basic problem-solving skills to resolve conflicts with other children.</li> </ul> <p><b><u>Emotional Functioning</u></b></p> <ul style="list-style-type: none"> <li>• Child expresses a broad range of emotions and recognizes these emotions in self and others.</li> <li>• Child expresses care and concern towards others.</li> <li>• Child manages emotions with increasing independence.</li> </ul> <p><b><u>Sense of Identity and Belonging</u></b></p> <ul style="list-style-type: none"> <li>• Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.</li> <li>• Child expresses confidence in own skills and positive feelings about self.</li> <li>• Child has sense of belonging to family, community, and other groups.</li> </ul> | <p><b><u>Interactions with Adults</u></b></p> <ul style="list-style-type: none"> <li>• Seek assistance from adults.</li> </ul> <p><b><u>Interactions with Peers</u></b></p> <ul style="list-style-type: none"> <li>• Cooperation</li> <li>• Negotiation</li> </ul> <p><b><u>Adaptive Social Behavior</u></b></p> <ul style="list-style-type: none"> <li>• Group activities</li> <li>• Diverse settings</li> <li>• Empathy</li> </ul> <p><b><u>Appreciating Diversity</u></b></p> <p><b><u>Self-Concept</u></b></p> <ul style="list-style-type: none"> <li>• Abilities and Preferences</li> </ul> <p><b><u>Self-Efficacy</u></b></p> <p><b><u>Self-Control</u></b></p> <ul style="list-style-type: none"> <li>• Feelings and impulses</li> </ul> <p><b><u>Emotional Expression</u></b></p> | <p><b><u>Relationships with Others</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers and other familiar adults).</li> <li>• Develops positive relationships with their peers.</li> <li>• Demonstrates prosocial problem solving skills in social interactions.</li> </ul> <p><b><u>Adaptability</u></b></p> <ul style="list-style-type: none"> <li>• Adapts to change.</li> </ul> <p><b><u>Accountability</u></b></p> <ul style="list-style-type: none"> <li>• Understands and follows routines and rules.</li> </ul> <p><b><u>Self-Concept and Self-Awareness</u></b></p> <ul style="list-style-type: none"> <li>• Recognizes himself/herself as a unique individual having his/her own abilities, characteristics, feelings and interests.</li> </ul> <p><b><u>Self-Regulation</u></b></p> <ul style="list-style-type: none"> <li>• Regulates his/her responses to needs, feelings and events.</li> </ul> |

# Approaches to Learning

| Head Start Early Learning Outcomes Framework, Ages Birth to Five  | NYS Early Learning Guidelines   | NYS Prekindergarten Foundation for the Common Core  |
|---|---|---|
| <p><b><u>Emotional and Behavioral Self-Regulation</u></b></p> <ul style="list-style-type: none"> <li>• Child manages emotions with increasing independence.</li> <li>• Child follows classroom rules and routines with increasing independence.</li> <li>• Child appropriately handles and takes care of classroom materials.</li> <li>• Child manages actions, words, and behavior with increasing independence.</li> </ul> <p><b><u>Cognitive Self-Regulation (Executive Functioning)</u></b></p> <ul style="list-style-type: none"> <li>• Child demonstrates an increasing ability to control impulses.</li> <li>• Child maintains focus and sustains attention with minimal adult support.</li> <li>• Child persists in tasks.</li> <li>• Child holds information in mind and manipulates it to perform tasks.</li> <li>• Child demonstrates flexibility in thinking and behavior.</li> </ul> <p><b><u>Initiative and Curiosity</u></b></p> <ul style="list-style-type: none"> <li>• Child demonstrates initiative and independence.</li> <li>• Child shows interest in and curiosity about the world around them.</li> </ul> <p><b><u>Creativity</u></b></p> <ul style="list-style-type: none"> <li>• Child expresses creativity in thinking and communication.</li> <li>• Child uses imagination in play and interactions with others.</li> </ul> | <p><b><u>Reflection &amp; Interpretation</u></b></p> <ul style="list-style-type: none"> <li>• Child’s ability to think about, understand, and apply knowledge and information to future actions and learning.</li> </ul> <p><b><u>Persistence &amp; Attentiveness</u></b></p> <ul style="list-style-type: none"> <li>• Child’s ability to remain focused and engaged even in the face of distraction and/or frustration.</li> </ul> <p><b><u>Curiosity &amp; Interest</u></b></p> <ul style="list-style-type: none"> <li>• Child’s interest in and desire to learn new information.</li> </ul> <p><b><u>Initiative</u></b></p> <ul style="list-style-type: none"> <li>• Willingness to take on tasks, volunteer to participate during learning opportunities, and take reasonable risks while exploring new information.</li> </ul> <p><b><u>Creativity &amp; Inventiveness</u></b></p> <ul style="list-style-type: none"> <li>• Child’s ability to move beyond current knowledge and to go beyond the here-and-now to explore and play using abstract ideas and images.</li> </ul> | <p><b><u>Engagement</u></b></p> <ul style="list-style-type: none"> <li>• Actively and confidently engages in play as a means of exploration and learning.</li> <li>• Actively engages in problem solving.</li> </ul> <p><b><u>Persistence</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrates persistence.</li> </ul> <p><b><u>Curiosity and Initiative</u></b></p> <ul style="list-style-type: none"> <li>• Exhibits curiosity, interest, and willingness in learning new things and having new experiences.</li> </ul> <p><b><u>Creativity and Imagination</u></b></p> <ul style="list-style-type: none"> <li>• Approaches tasks, activities and problems with creativity, imagination, and/or willingness to try new experiences or activities.</li> </ul> |

# Cognition and Knowledge: Mathematics

| Head Start Early Learning Outcomes Framework, Ages Birth to Five  | NYS Early Learning Guidelines   | NYS Prekindergarten Foundation for the Common Core   |
|---|---|--|
| <p><b>Mathematics Development:</b><br/><b><u>Counting and Cardinality</u></b></p> <ul style="list-style-type: none"> <li>• Child knows number names and the count sequence.</li> <li>• Child recognizes the number of objects in a small set.</li> <li>• Child understands the relationship between numbers and quantities.</li> <li>• Child compares numbers.</li> <li>• Child associates a quantity with written numerals up to 5 and begins to write numbers.</li> </ul> <p><b><u>Operations and Algebraic Thinking</u></b></p> <ul style="list-style-type: none"> <li>• Child understands addition as adding to and understands subtraction as taking away from.</li> <li>• Child understands simple patterns.</li> </ul> <p><b><u>Measurement</u></b></p> <ul style="list-style-type: none"> <li>• Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.</li> </ul> <p><b><u>Geometry and Spatial Sense</u></b></p> <ul style="list-style-type: none"> <li>• Child identifies, describes, compares, and composes shapes.</li> <li>• Child explores the positions of objects in space.</li> </ul> | <p><b><u>Causation</u></b></p> <ul style="list-style-type: none"> <li>• Children demonstrate awareness of cause and effect.</li> </ul> <p><b><u>Number and Sense</u></b><br/><b><u>Operations</u></b></p> <ul style="list-style-type: none"> <li>• Children demonstrate knowledge of numbers and counting.</li> </ul> <p><b><u>Properties of Ordering</u></b></p> <ul style="list-style-type: none"> <li>• Children identify and label shapes.</li> <li>• Children sort, classify, and organize objects.</li> </ul> <p><b><u>Problem-Solving</u></b></p> <ul style="list-style-type: none"> <li>• Children find multiple solutions to questions, tasks, problems, and challenges.</li> </ul> <p><b><u>Measurement</u></b></p> <ul style="list-style-type: none"> <li>• Children demonstrate knowledge of size, volume, height, weight, and length.</li> </ul> <p><b><u>Representational Thought</u></b></p> <ul style="list-style-type: none"> <li>• Children use symbols to represent objects.</li> <li>• Children distinguish between fantasy and reality.</li> </ul> | <p><b>Mathematics:</b><br/><b><u>Counting and Cardinality</u></b></p> <ul style="list-style-type: none"> <li>• Know number names and the count sequence.</li> <li>• Count to tell the number of objects.</li> <li>• Compare numbers.</li> </ul> <p><b><u>Operations and Algebraic Thinking</u></b></p> <ul style="list-style-type: none"> <li>• Understand addition as adding to, and understand subtraction as taking from.</li> <li>• Understand simple patterns.</li> </ul> <p><b><u>Measurement and Data</u></b></p> <ul style="list-style-type: none"> <li>• Describe and compare measureable attributes.</li> <li>• Sort objects and count the number of objects in each category.</li> </ul> <p><b><u>Geometry</u></b></p> <ul style="list-style-type: none"> <li>• Identify and describe shapes (squares, circles, triangles, rectangles).</li> <li>• Analyze, compare, and sort objects.</li> </ul> |

# Cognition and Knowledge: Science, Logic and Reasoning

| Head Start Early Learning Outcomes Framework, Ages Birth to Five  | NYS Early Learning Guidelines  | NYS Prekindergarten Foundation for the Common Core  |
|---|--|---|
| <p><b>Scientific Reasoning:</b></p> <p><b><u>Scientific Inquiry</u></b></p> <ul style="list-style-type: none"> <li>• Child observes and describes observable phenomena (objects, materials, organisms, and events).</li> <li>• Child engages in scientific talk.</li> <li>• Child compares and categorizes observable phenomena.</li> </ul> <p><b><u>Reasoning and Problem-Solving</u></b></p> <ul style="list-style-type: none"> <li>• Child asks a question, gathers information, and makes predictions.</li> <li>• Child plans and conducts investigations and experiments.</li> <li>• Child analyzes results, draws conclusions, and communicates results.</li> </ul> | <p><b><u>Scientific Thinking</u></b></p> <ul style="list-style-type: none"> <li>• Children collect information through observation and manipulation.</li> <li>• Children engage in exploring the natural world by manipulating objects, asking questions, making predictions, and developing generalizations.</li> </ul> <p><b><u>Scientific Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Children observe and describe the characteristics of living things.</li> <li>• Children observe and describe characteristics of the earth.</li> </ul> <p><b><u>Critical and Analytic Thinking</u></b></p> <ul style="list-style-type: none"> <li>• Children compare, contrast, examine, and evaluate experiences, tasks, and events.</li> <li>• Children use past knowledge to build new knowledge.</li> </ul> | <p><b>Science:</b></p> <p><b><u>Scientific Thinking</u></b></p> <ul style="list-style-type: none"> <li>• Asks questions and makes predictions based on observations and manipulation of things and events in the environment.</li> <li>• Tests predictions through exploration and experimentation.</li> <li>• Generates explanations and communicates conclusions regarding experiments and explorations.</li> </ul> <p><b><u>Earth and Space</u></b></p> <ul style="list-style-type: none"> <li>• Observes and describes characteristics of earth and space.</li> </ul> <p><b><u>Living Things</u></b></p> <ul style="list-style-type: none"> <li>• Observes and describes characteristics of living things.</li> </ul> <p><b><u>Physical Properties</u></b></p> <ul style="list-style-type: none"> <li>• Acquires knowledge about the physical properties of the world.</li> </ul> |



# Cognition and Knowledge: Social Studies

| Head Start Early Learning Outcomes Framework, Ages Birth to Five | NYS Early Learning Guidelines   | NYS Prekindergarten Foundation for the Common Core   |
|--|---|--|
|  | <p><b><u>History</u></b></p> <ul style="list-style-type: none"> <li>• Children demonstrate knowledge of past events and awareness of how they may influence the present and future.</li> </ul> <p><b><u>Geography</u></b></p> <ul style="list-style-type: none"> <li>• Children demonstrate awareness of location and spatial relationships.</li> <li>• Children demonstrate knowledge of the relationship between people, places, and regions.</li> </ul> <p><b><u>Community</u></b></p> <ul style="list-style-type: none"> <li>• Children demonstrate awareness of their community, human interdependence, and social roles.</li> <li>• Children demonstrate civic responsibility.</li> </ul> <p><b><u>Ecology</u></b></p> <ul style="list-style-type: none"> <li>• Children demonstrate awareness of the relationship between humans and the environment.</li> </ul> <p><b><u>Economics</u></b></p> <ul style="list-style-type: none"> <li>• Children demonstrate knowledge of various occupations related to trade and currency.</li> </ul> | <p><b>Social Studies:</b></p> <p><b><u>History</u></b></p> <ul style="list-style-type: none"> <li>• Develop an understanding of how people and things change over time and how to relate past events to present and future activities.</li> </ul> <p><b><u>Geography</u></b></p> <ul style="list-style-type: none"> <li>• Develop a basic awareness of self as an individual, self within the context of family, and self within the context of community.</li> <li>• Demonstrate awareness and appreciation of their own culture and other cultures.</li> <li>• Demonstrate knowledge of the relationship between people, places, and regions.</li> </ul> <p><b><u>Civics, Citizenship and Government</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of roles, rights, and responsibilities.</li> <li>• Begin to learn the basic civic and democratic principles.</li> </ul> <p><b><u>Economics</u></b></p> <ul style="list-style-type: none"> <li>• Develop a basic understanding of economic concepts within a community.</li> </ul> <p><b><u>Career Development</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate interest and awareness about a wide variety of careers and work environments.</li> </ul> |

# Cognition and Knowledge: Creativity & Technology

| Head Start Early Learning Outcomes Framework, Ages Birth to Five  | NYS Early Learning Guidelines  | NYS Prekindergarten Foundation for the Common Core   |
|---|--|--|
| <p><b><u>Creativity</u></b><br/>(from Approaches to Learning)</p> <ul style="list-style-type: none"> <li>• Child expresses creativity in thinking and communication.</li> <li>• Child uses imagination in play and interactions with others.</li> </ul> | <p><b><u>Expression and Representation</u></b></p> <ul style="list-style-type: none"> <li>• Children use creative arts to express and represent what they know, think, believe, or feel.</li> </ul> <p><b><u>Understanding and Appreciation</u></b></p> <ul style="list-style-type: none"> <li>• Children demonstrate understanding and appreciation of the creative arts.</li> </ul> <p><b><u>Family</u></b></p> <ul style="list-style-type: none"> <li>• Children demonstrate awareness and understanding of family.</li> </ul> <p><b><u>Culture</u></b></p> <ul style="list-style-type: none"> <li>• Children demonstrate awareness and appreciation of their own and others' culture.</li> </ul> <p><b><u>Technology</u></b></p> <ul style="list-style-type: none"> <li>• Children demonstrate understanding and use of technology in their surroundings.</li> </ul> | <p><b><u>Visual Arts</u></b></p> <ul style="list-style-type: none"> <li>• Express oneself &amp; represent what he/she knows, thinks, believes and feels through visual arts.</li> <li>• Respond and react to visual arts created by themselves and others.</li> </ul> <p><b><u>Music</u></b></p> <ul style="list-style-type: none"> <li>• Express oneself by engaging in musical activities.</li> <li>• Respond and react during musical activities.</li> </ul> <p><b><u>Theatre/Dramatic Play</u></b></p> <ul style="list-style-type: none"> <li>• Participate in a variety of dramatic play activities to represent fantasy and real life experiences.</li> <li>• Respond and react to theater and drama presentations.</li> </ul> <p><b><u>Dance/Creative Movement</u></b></p> <ul style="list-style-type: none"> <li>• Express what he/she knows, thinks, feels and believes through dance and creative movement.</li> <li>• Respond and react to dance and creative movement.</li> </ul> <p><b><u>Cultural Differences</u></b></p> <ul style="list-style-type: none"> <li>• Express an understanding of artistic difference among cultures.</li> </ul> <p><b><u>Technology:</u></b><br/><b><u>Foundations to Technology</u></b></p> <ul style="list-style-type: none"> <li>• Describe types of materials and how they're used.</li> <li>• Explore and use various types of tools appropriately.</li> <li>• Express an understanding of how technology affects them in daily life, and how it can be used to solve problems.</li> </ul> <p><b><u>Using Technology</u></b></p> <ul style="list-style-type: none"> <li>• Understand the operation of technology systems.</li> <li>• Use the knowledge of technology to increase learning.</li> </ul> |

# Language, Literacy and Communication

| Head Start Early Learning Outcomes Framework, Ages Birth to Five  | NYS Early Learning Guidelines  | NYS Prekindergarten Foundation for the Common Core   |
|---|--|--|
| <p><b>Language and Communication:</b><br/><b><u>Attending and Understanding</u></b></p> <ul style="list-style-type: none"> <li>• Child attends to communication and language from others.</li> <li>• Child understands and responds to increasingly complex communication and language from others.</li> </ul> <p><b><u>Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>• Child understands and uses a wide variety of words for a variety of purposes.</li> <li>• Child shows understanding of word categories and relationships among words.</li> </ul> | <p><b><u>Listening Skills</u></b></p> <p><b><u>Oral and Written Communication</u></b></p> <p><b><u>Receptive Vocabulary</u></b></p> <p><b><u>Expressive Vocabulary</u></b></p> | <p><b>Approaches to Communication</b><br/><b><u>Motivation</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate that they are motivated to communicate.</li> </ul> <p><b><u>Background Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate he/she is building background knowledge.</li> </ul> <p><b><u>Viewing</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate that he/she understands what they observe.</li> </ul> <p><b><u>Representing</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate his/her ability to express ideas using a variety of methods.</li> </ul> <p><b><u>Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate a growing receptive vocabulary.</li> <li>• Demonstrate a growing expressive vocabulary.</li> </ul> <p><b>English Language Arts and Literacy</b><br/><b>Reading Standards for Literature:</b><br/><b><u>Key Ideas and Details</u></b></p> <ul style="list-style-type: none"> <li>• With prompting and support, ask and answer all detail(s) in a text.</li> <li>• With prompting and support, retell familiar stories.</li> <li>• With prompting and support, ask and answer questions about characters and major events in a story.</li> </ul> |

# Language, Literacy and Communication

| Head Start Early Learning Outcomes Framework, Ages Birth to Five  | NYS Early Learning Guidelines  | NYS Prekindergarten Foundation for the Common Core   |
|---|--|--|
| <p><b>Literacy</b><br/><b><u>Phonological Awareness</u></b></p> <ul style="list-style-type: none"> <li>Child demonstrates awareness that spoken language is composed of smaller segments of sound.</li> </ul> <p><b><u>Comprehension and Text Structure</u></b></p> <ul style="list-style-type: none"> <li>Child demonstrates an understanding of narrative structure through storytelling/re-telling.</li> <li>Child asks and answers questions about a book that was read aloud.</li> </ul> | <p><b><u>Grammar and Syntax</u></b></p> <p><b><u>Comprehension</u></b></p> | <p><b><u>Craft and Structure</u></b></p> <ul style="list-style-type: none"> <li>Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).</li> <li>Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).</li> <li>With prompting and support, describe the role of an author and illustrator.</li> </ul> <p><b><u>Integration and Knowledge of Ideas</u></b></p> <ul style="list-style-type: none"> <li>With prompting and support, students will engage in a picture walk to make connections between self, illustrations, and the story.</li> <li>With prompting and support, students will compare and contrast two stories relating to the same topic.</li> </ul> <p><b><u>Range of Reading and Level of Text Complexity</u></b></p> <ul style="list-style-type: none"> <li>Actively engage in group reading activities with purpose and understanding.</li> </ul> <p><b><u>Responding to Literature</u></b></p> <ul style="list-style-type: none"> <li>With prompting and support, make connections between self, text, and the world around them (text, media, and social interaction).</li> </ul> <p><b>Reading Standards for Informational Text:</b><br/><b><u>Key Ideas and Details</u></b></p> <ul style="list-style-type: none"> <li>With prompting and support, ask and answer questions about details in a text.</li> <li>With prompting and support, retell detail(s) in a text.</li> <li>With prompting and support, describe the connection between two events or pieces of information in a text.</li> </ul> |

# Language, Literacy and Communication

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|---|---|---|
| <p><b><u>Print and Alphabet Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Child demonstrates and understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).</li> <li>• Child identifies letters of the alphabet and produces correct sounds associated with letters.</li> </ul> | <p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>• Phonological awareness.</li> <li>• Alphabetic principle.</li> <li>• Print concepts.</li> <li>• Comprehension of printed materials.</li> <li>• Awareness that written materials can be used for a variety of purposes.</li> <li>• Appreciation and enjoyment.</li> </ul> | <p><b><u>Craft and Structure</u></b></p> <ul style="list-style-type: none"> <li>• Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).</li> <li>• Identify the front cover, back cover; displays correct orientation of book, page turning skills.</li> <li>• With prompting and support, describe the role of an author and illustrator.</li> </ul> <p><b><u>Integration and Knowledge of Ideas</u></b></p> <ul style="list-style-type: none"> <li>• With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea an illustration depicts).</li> <li>• With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., illustrations, descriptions, or procedures).</li> </ul> <p><b><u>Range of Reading and Level of Text Complexity</u></b></p> <ul style="list-style-type: none"> <li>• With prompting and support, actively engage in group reading activities with purpose and understanding.</li> </ul> <p><b>Reading Standards Foundational Skills:</b></p> <p><b><u>Print Concepts</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of the organization and basic features of print.</li> </ul> <p><b><u>Phonological Awareness</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate an emerging understanding of spoken words, syllables and sounds (phonemes).</li> </ul> <p><b><u>Phonics and Word Recognition</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate emergent phonics and word analysis skills.</li> </ul> |

# Language, Literacy and Communication

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|--|---|---|
| <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Child writes for a variety of purposes using increasingly sophisticated marks.</li> </ul> | <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Alphabet knowledge.</li> <li>Writing conventions.</li> <li>Use writing for a variety of purposes.</li> </ul> | <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>Displays emergent reading behaviors with purpose and understanding.</li> </ul> <p><b>Writing Standards:</b></p> <p><b>Text Types and Purposes</b></p> <ul style="list-style-type: none"> <li>With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book or topic (e.g., I like... because...).</li> <li>With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topics.</li> <li>With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.</li> </ul> <p><b>Production and Distribution of Writing</b></p> <ul style="list-style-type: none"> <li>With guidance and support, respond to questions and suggestions and add details to strengthen illustration or writing, as needed.</li> <li>With guidance and support, explore a variety of digital tools to produce and publish writing, and collaborate with peers.</li> </ul> |

# Language, Literacy and Communication

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| <p><b><u>Communicating and Speaking</u></b></p> <ul style="list-style-type: none"> <li>• Child varies the amount of information provided to meet the demands of the situation.</li> <li>• Child understands, follows, and uses appropriate social and conversational rules.</li> <li>• Child expresses self in increasingly long, detailed, and sophisticated ways.</li> </ul> | <p><b><u>Expressive/Oral Language</u></b></p> <p><b><u>Conventions of Social Communication</u></b></p> | <p><b><u>Research to Build and Present Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</li> <li>• With guidance and support, recall information from experiences or gather information from provided sources to answer questions</li> </ul> <p><b><u>Responding to Literature</u></b></p> <ul style="list-style-type: none"> <li>• Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with prompting and support as needed.</li> </ul> <p><b><u>Speaking and Listening Standards: Comprehension and Collaboration</u></b></p> <ul style="list-style-type: none"> <li>• With guidance and support, participate in collaborative conversations with diverse partners about pre-kindergarten topics and texts with peers and adults in small and large groups.</li> <li>• With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</li> <li>• With help and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li> </ul> |

# Language, Literacy and Communication

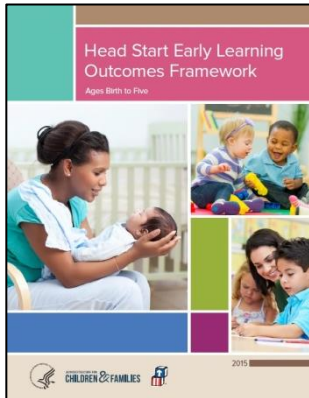
| Head Start Early Learning Outcomes Framework, Ages Birth to Five | NYS Early Learning Guidelines                                       | NYS Prekindergarten Foundation for the Common Core  |
|--|---|---|
|  | <p style="text-align: center;"><u>Dual Language Acquisition</u></p> | <p><b><u>Presentation of Knowledge and Ideas</u></b></p> <ul style="list-style-type: none"> <li>• Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</li> <li>• Add drawings or other visual displays to descriptions as desired to provide additional detail.</li> <li>• Demonstrate an emergent ability to express thoughts, feelings, and ideas.</li> </ul> <p><b>Language Standards:</b></p> <p><b><u>Conventions of Standard English</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</li> </ul> <p><b><u>Knowledge of Language</u></b></p> <ul style="list-style-type: none"> <li>• Use of knowledge and how knowledge functions in different contexts.</li> </ul> <p><b><u>Vocabulary Acquisition and Use</u></b></p> <ul style="list-style-type: none"> <li>• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on pre-kindergarten reading and content.</li> <li>• With guidance and support, explore word relationships and nuances in word meanings.</li> <li>• With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.</li> </ul> |



# New York State Early Learning Alignment Crosswalk

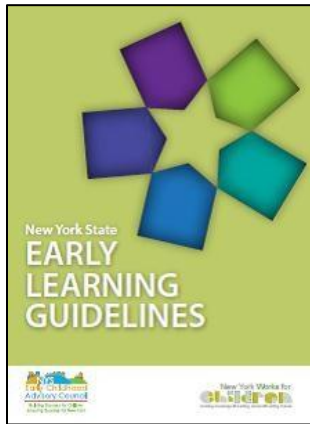
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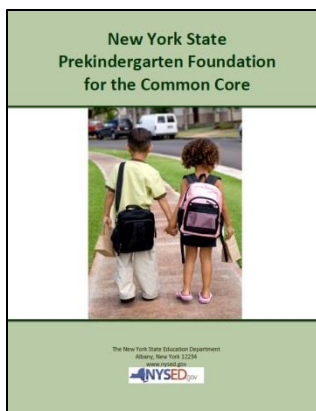
**Head Start Early Learning Outcomes Framework, Ages Birth to Five**

<https://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/pdf/ohs-framework.pdf>



**New York State Early Learning Guidelines**

<http://ccf.ny.gov/files/7813/8177/1285/ELG.pdf>



**New York State Prekindergarten Foundation for the Common Core**

[http://www.p12.nysed.gov/ciai/common\\_core\\_standards/pdfdocs/nyslsprek.pdf](http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nyslsprek.pdf)

