

THE NEW YORK STATE KINDERGARTEN LEARNING STANDARDS: A RESOURCE FOR SCHOOL SUCCESS

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New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

INTRODUCTIONS

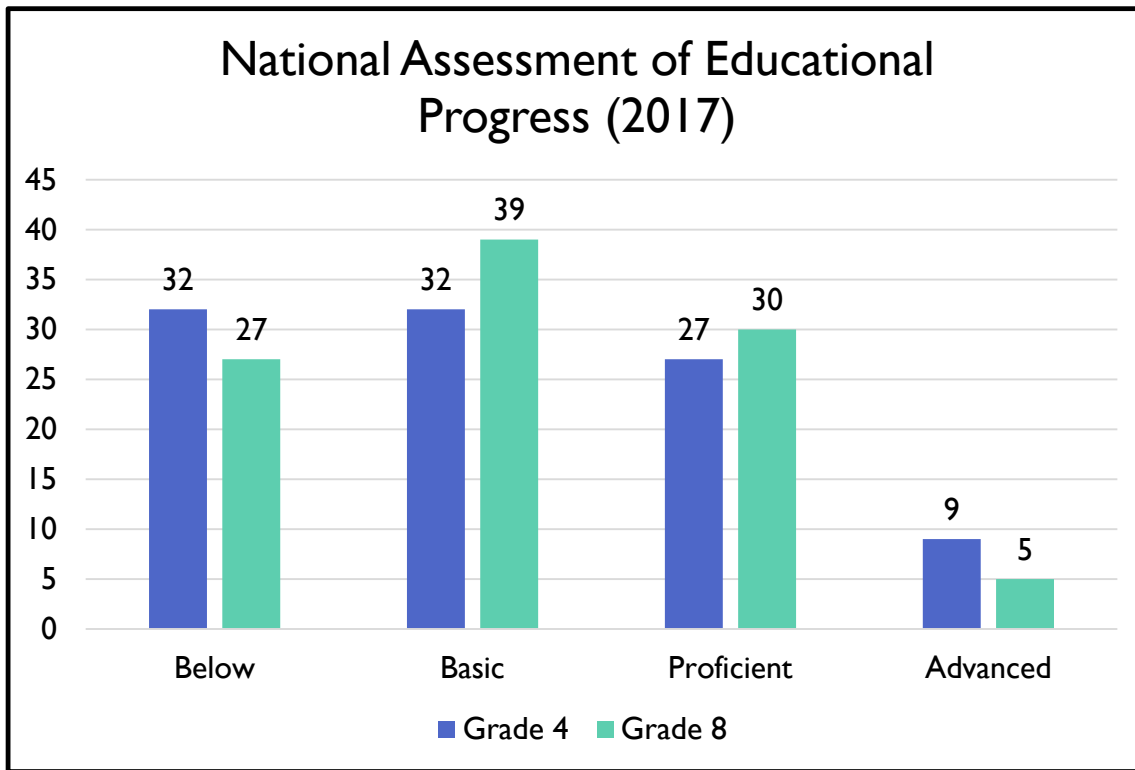


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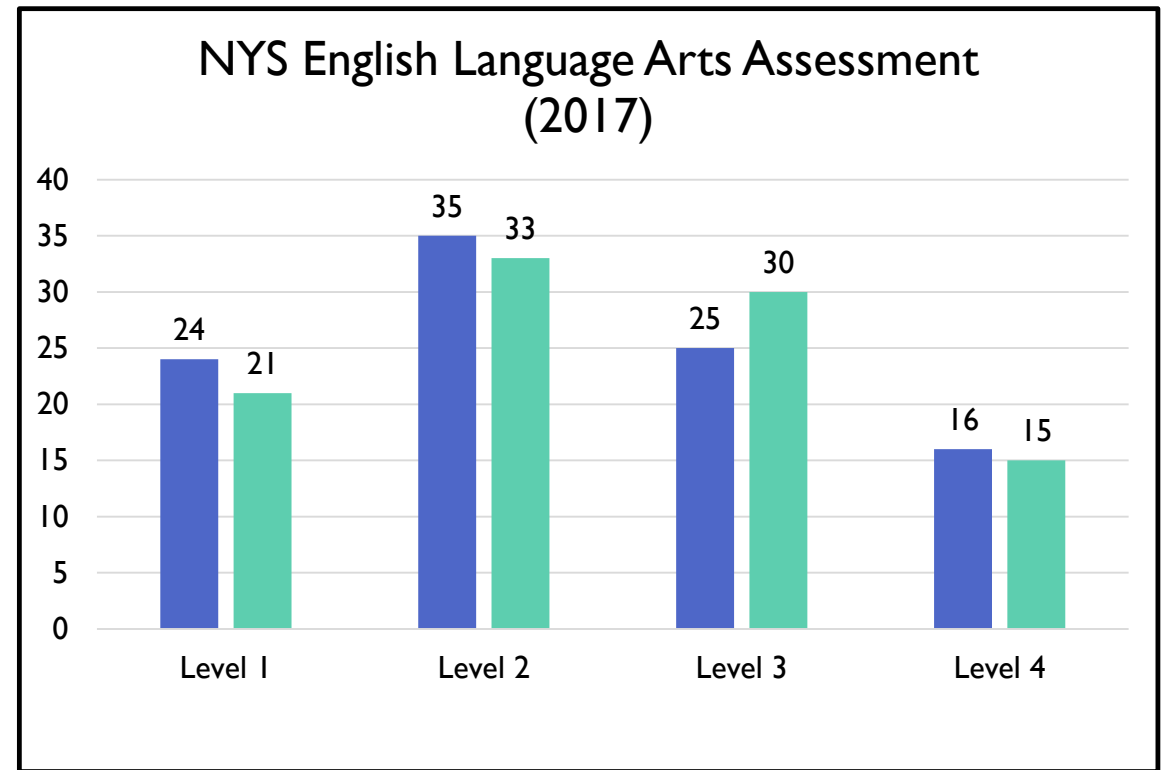


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TODAY'S LITERACY CONTEXT: NEW YORK STATE 4TH AND 8TH GRADERS



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017 Reading Assessment.

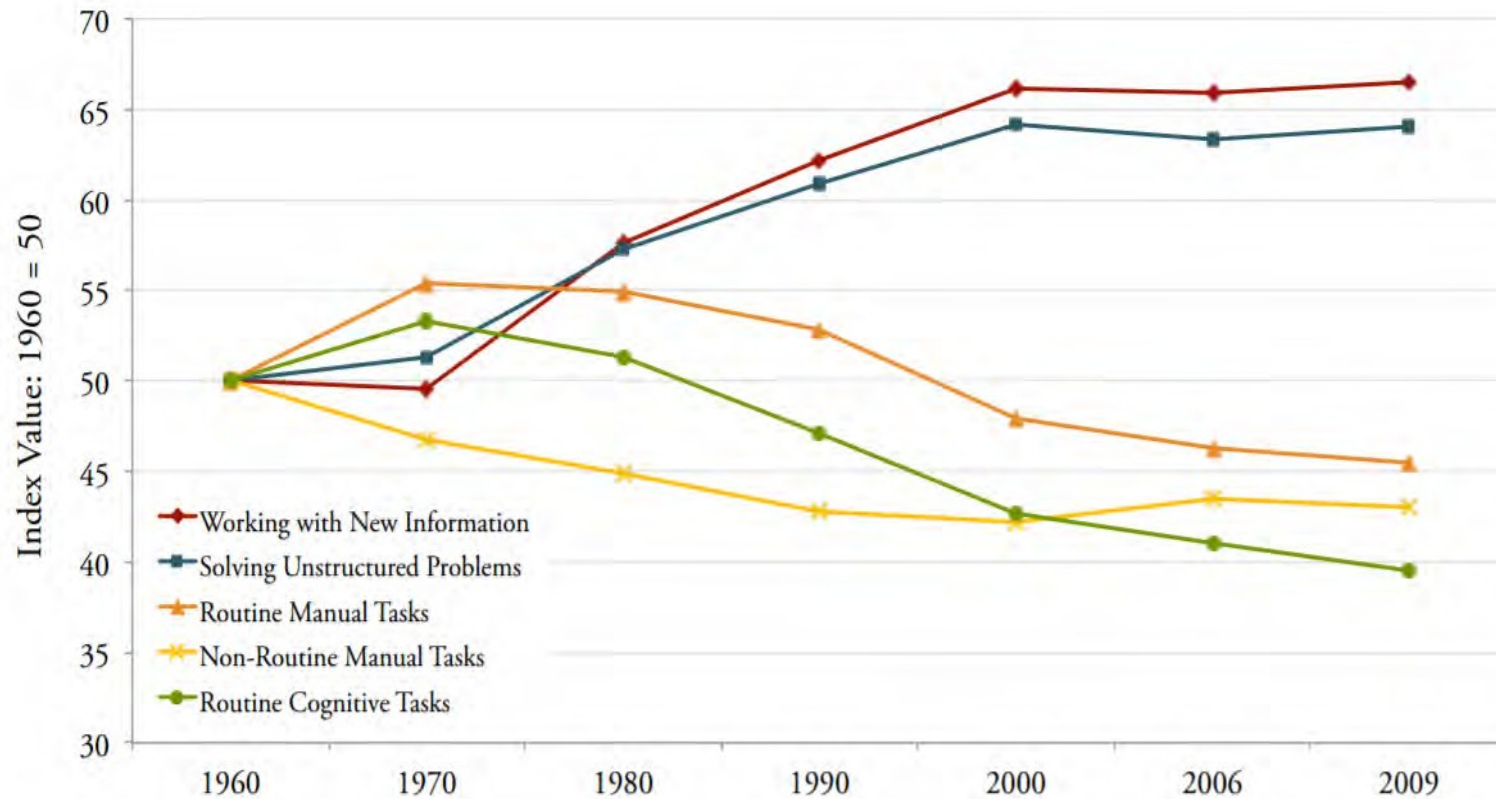


SOURCE: New York State Education Department, Retrieved on May 16, 2019 from data.nysed.gov.

TODAY'S LITERACY CONTEXT



CHANGING DEMANDS OF WORKFORCE PARTICIPATION



“In order to prepare young people to do the jobs computers cannot do, we must re-focus our education system around one objective: **giving students the foundational skills in problem-solving and communication that computers don't have.**”

Murnane & Levy, 2013

DIVERGENT THINKING



SUCCESSFUL LEARNING

Students successfully learn when they are:

- ▶ Mentally active
- ▶ Engaged
- ▶ Socially interactive
- ▶ Building meaningful connections to their lives



Hassinger-Das, B., Hirsh-Pasek, K. & Golinkoff, R.M. (2017).

STRONG CURRICULA



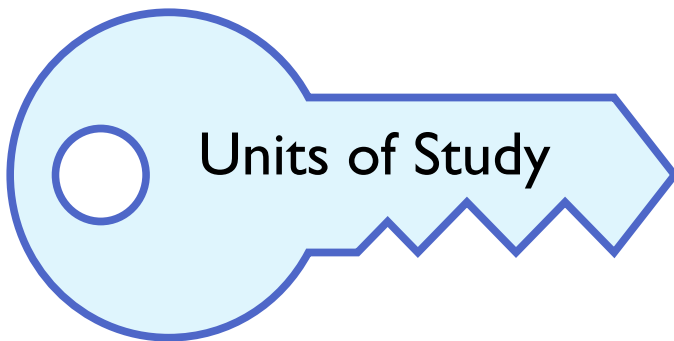
Strong Curricula

- Content-rich themes/texts
- Culturally responsive
- Consistent routines/language
- Rigorous/challenging within supportive context
- Combine explicit instruction with inquiry based learning
- Support peer-to-peer interactions



From Dr. Nonie Lesaux's
Keynote Presentation

UNITS OF STUDY



Depth of Learning

- Place a concept, word, or theme at the center to deepen understanding

Learning as a Process

- Facilitate learning such that students can grapple with ideas and learn from mistakes

Interactive Learning

- Support meaningful interactions among teachers and peers

Strong Curricula

ADVANCED LITERACY BRIEFS

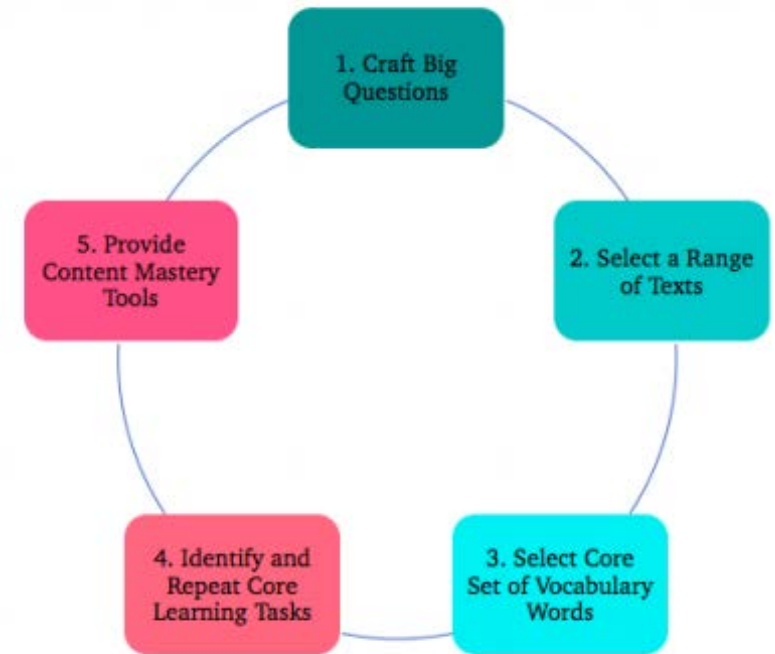
“Effective literacy instruction ... brings the world to students in meaningful ways and supports them as they develop the foundation they need to access and comprehend a range of texts.”



<http://www.nysed.gov/bilingual-ed/linguistically-diverse-learners-and-nys-next-generation-p-12-learning-standards>

INSTRUCTIONAL UNITS OF STUDY

“A central method for motivating a unit’s inquiry is to engage students in answering a question that is **authentic** and for which there is **no single answer.**”



http://www.nysed.gov/common/nysed/files/nov-8-nys_brief-7-of-8_summer_2017_units-final_2.pdf-a.pdf

NEW YORK STATE LEARNING STANDARDS

How can we make sure the basic needs of living things in our local environment are met?

Arts

VA:Cn10.1.K: Explore the world using descriptive words and artistic work.

English
Language
Arts

KW6: Develop questions and participate in shared research and exploration to answer questions and to build and share knowledge.

Mathematics

NY-K.G1: Describe shapes in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

Science

K-ESS3-3: Communicate solutions that will reduce the impact of humans on living organisms and non-living things in the local environment.

Social Studies

K.9a: Students will identify basic needs.

AT A GLANCE ELA STANDARDS

- Support curriculum development, instructional design
- Access grade-level introductions
 - Range of reading experiences
 - Text complexity expectations

<http://www.nysed.gov/curriculum-instruction/new-york-state-next-generation-english-language-arts-learning-standards>

PK-2 Next Generation ELA Standards at a Glance
PK-2 Reading Standards (Literary and Informational Text)

Review the PK, K, 1st, and 2nd grade ELA introductions for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Key Ideas and Details

PK	K	1	2
PKR1: Participate in discussions about a text.	KR1: Develop and answer questions about a text.	1R1: Develop and answer questions about key ideas and details in a text.	2R1: Develop and answer questions to demonstrate an understanding of key ideas and details in a text.
PKR2: Retell stories or share information from a text.	KR2: Retell stories or share key details from a text.	1R2: Identify a main topic or central idea in a text and retell important details.	2R2: Identify a main topic or central idea and retell key details in a text; summarize portions of a text.
PKR3: Develop and answer questions about characters, major events, and pieces of information in a text.	KR3: Identify characters, settings, major events in a story, or pieces of information in a text.	1R3: Describe characters, settings, and major events in a story, or pieces of information in a text.	2R3: In literary texts, describe how characters respond to major events and challenges. In informational texts, describe the connections among ideas, concepts, or a series of events.

Craft and Structure

PK	K	1	2
PKR4: Exhibit an interest in learning new vocabulary.	KR4: Identify specific words that express feelings and senses.	1R4: Identify specific words that express feelings and senses.	2R4: Explain how words and phrases in a text suggest feelings and appeal to the senses.
PKR5: Interact with a variety of genres.	KR5: Identify literary and informational texts.	1R5: Identify a variety of genres and explain major differences between literary texts and informational texts.	2R5: Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text.
PKR6: Describe the role of an author and illustrator.	KR6: Name the author and illustrator and define the role of each in presenting the ideas in a text.	1R6: Describe how illustrations and details support the point of view or purpose of the text.	2R6: Identify examples of how illustrations, text features, and details support the point of view or purpose of the text.

Integration of Knowledge and Ideas

PK	K	1	2
PKR7: Describe the relationship between illustrations and the text.	KR7: Describe the relationship between illustrations and the text.	1R7: Use illustrations and details in literary and informational texts to discuss story elements and/or topics.	2R7: Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features.
<i>Begins in Kindergarten</i>	KR8: Identify specific information to support ideas in a text.	1R8: Identify specific information an author or illustrator gives that supports ideas in a text.	2R8: Explain how specific points the author or illustrator makes in a text are supported by relevant reasons.
PKR9: Make connections between self, text, and the world.	KR9: Make connections between self, text, and the world.	1R9: Make connections between self and text (texts and other people/world).	2R9: Make connections between self and text (texts and other people/world).

NYSED • PK-2 Next Generation ELA Standards at a Glance • 1

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New York State Education Department 2019

FINAL DRAFT 6/3/2019

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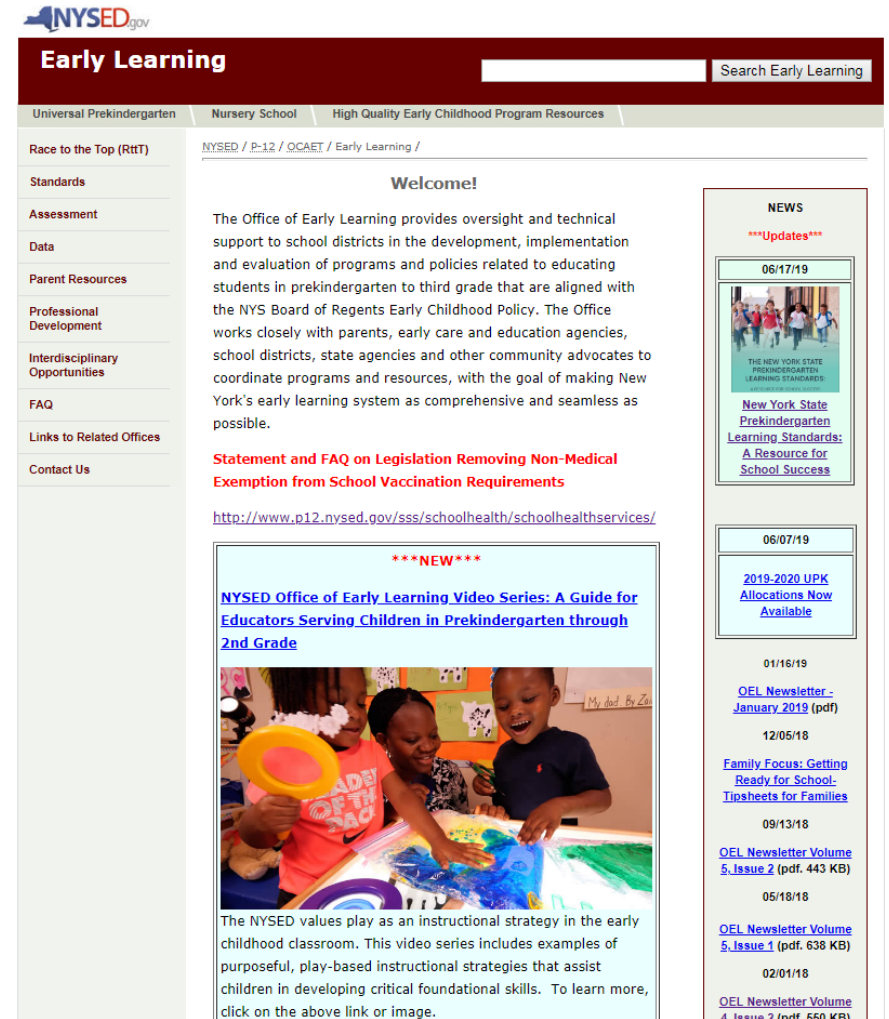
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ACCESSING THE KINDERGARTEN STANDARDS RESOURCE

www.p12.nysed.gov/earlylearning

Click on “Standards” in navigation menu in left margin.

Once posted, the Kindergarten Standards Resource will be below PK.



The screenshot shows the NYS Early Learning website. At the top, there is a dark red header with the NYS logo and the text "Early Learning". Below the header is a navigation menu with links for "Universal Prekindergarten", "Nursery School", and "High Quality Early Childhood Program Resources". A search bar is located on the right side of the header. The main content area features a "Welcome!" message from the Office of Early Learning, followed by a link to a "Statement and FAQ on Legislation Removing Non-Medical Exemption from School Vaccination Requirements". Below this is a news section with a "2019-2020 UPK Allocations Now Available" announcement and a "NYS Office of Early Learning Video Series: A Guide for Educators Serving Children in Prekindergarten through 2nd Grade" announcement. The video series announcement includes a photo of a teacher and two children working on a project. The right sidebar contains a "NEWS" section with "Updates" and a list of recent news items, including "2019-2020 UPK Allocations Now Available", "OEL Newsletter - January 2019 (pdf)", "Family Focus: Getting Ready for School- Tipsheets for Families", "OEL Newsletter Volume 5, Issue 2 (pdf, 443 KB)", "OEL Newsletter Volume 5, Issue 1 (pdf, 638 KB)", and "OEL Newsletter Volume 4, Issue 2 (pdf, 550 KB)".

INTRODUCTION TO THE RESOURCE

- request from P2 Standards Task Force and the Board of Regents' Early Childhood Committee
- challenge of working with multiple formats
- confusion about focusing on discrete skills, missing domain areas

a clear, comprehensive, consolidated standards resource for kindergarten learning standards

- Office of Early Learning
- Office of Curriculum and Instruction

Feedback from:

- Office of Bilingual Education and World Languages
- Office of Special Education
- Administrators, Educators, Parents

READ AND REFLECT: THE INTRODUCTION



- Read the Introduction (p. 3-5)
- Reflect on the following:
 - The NYSKLS Resource **IS**...
 - The NYSKLS Resource **IS NOT**...

- 1 All children are capable of learning, achieving and making developmental progress. The Standards are intended for all children regardless of economic, linguistic, and cultural differences or physical, learning, and emotional challenges.
- 2 Children develop at different rates and each child is unique in their own development, growth, and acquisition of skills. Appropriate and reasonable supports and accommodations, including home language, trauma, and behavioral and instructional supports must be provided to empower all children to succeed.
- 3 Children are active learners. A primary approach to learning is through purposeful play. Intentional planning promotes rich learning experiences that encourage participation, involve multiple contexts, and engage the senses that help children explore their environment.
- 4 Early development and learning are multi-dimensional. Children's learning is integrated and occurs simultaneously across all domains, which are interrelated and interactive with one another.
- 5 Children learn in the context of interactions and relationships with family members, caregivers, teachers, and other children in their immediate environment and in their community.
- 6 The family is a significant contributor to children's lifelong development and learning. Actively engaging caregivers in the early education of their children is essential to children's success in the elementary classroom and later learning.
- 7 These learning standards may be used as tools to empower parents, teachers, and caregivers to better support and enhance young children's development and learning.
- 8 These learning standards acknowledge, respect, and embrace children's diverse backgrounds, their heritage, cultures, and linguistic experiences.
- 9 These learning standards are guided by research, stakeholder feedback, and effective practice to strengthen instruction and educational experiences across all settings. They are systemically aligned with all of the New York State P-12 Learning Standards, performance indicators for bilingual and preschool special education, Head Start Early Learning Outcomes, and the National Association for the Education of Young Children guidelines.

REFLECTION

The NYSKLS Resource IS...	The NYSKLS Resource IS NOT...



Share your reflection via Padlet: QR Code above or https://padlet.com/melissa_montague/NYSKLS

DOMAINS OF LEARNING

DOMAIN 1: Approaches to Learning

How children become involved in learning and acquiring knowledge.

DOMAIN 2: Physical Development and Health

Children's physical health and ability to engage in daily activities, both outdoors and inside.

DOMAIN 3: Social and Emotional Learning

The emotional competence and ability to form positive relationships that give meaning to children's experiences in the home, school, and larger community.

DOMAIN 4: Communication, Language, and Literacy Part A and Part B

How children understand, create, and communicate meaning.

DOMAIN 5: Cognition and Knowledge of the World (Mathematics, Science, Social Studies, Arts)

What children need to know and understand about their world and how they apply what they know.

THE STRUCTURE OF THE STANDARDS RESOURCE

Domain of learning



Context and considerations



Links and notes to full articulation of standards, if applicable



Reference codes/Learning Standard



Indicator(s)



DOMAIN: COMMUNICATION, LANGUAGE, AND LITERACY PART B: ENGLISH LANGUAGE ARTS AND LITERACY (ELAL)

Kindergarteners are at varying stages of development as word readers and text comprehenders. Reading stages vary from emergent readers to independent readers. Kindergarteners should experience a balance of literature and informational texts in the context of instruction designed to create opportunities to engage with a variety of topics, texts, and discussions that support language development and knowledge building. Creating this learning environment for emergent and early readers can take a variety of formats, including read-alouds, shared readings, pretend readings, paired readings, learning activities, and play that incorporates literacy materials, talking, experimenting with written materials, and other literacy activities. We refer to these instructional events as “reading or literacy experiences” because the focus is on using texts, printed and visual, to develop emergent readers’ concepts of how meaning is conveyed through reading and writing while building their language and background knowledge within responsive units of study.

For more information on New York State’s Next Generation ELA Learning Standards, including introductory statements, visit <http://www.nysed.gov/curriculum-instruction/new-york-state-next-generation-english-language-arts-learning-standards>.

To further support the implementation of the NYS Next Generation ELA Learning Standards, additional guidance is provided through a series of topic briefs produced for NYSED by Nonie K. Lesaux, Ph.D. and Emily Phillips Galloway, Ed.D. (<http://www.nysed.gov/bilingual-ed/linguistically-diverse-learners-and-nys-next-generation-p-12-learning-standards>).

READING FOUNDATIONS

Print Concepts

K.ELAL.1. [KRF1] Demonstrates understanding of the organization and basic features of print

K.ELAL.1. Indicators:

- a) Follows words from left to right, top to bottom, and page by page
- b) Recognizes that spoken words are represented in written language by specific sequences of letters
- c) Understands that words are separated by spaces in print
- d) Recognizes and names all upper- and lowercase letters of the alphabet
- e) Identifies the front cover, back cover, and title page of a book

THE STANDARDS

1. Browse the learning standards
2. Discuss
3. Stop and jot

We notice...

We wonder...

We think...

Domain 1: Approaches to Learning

DOMAIN: APPROACHES TO LEARNING (AL)

The Practices

Approaches to learning are the skills and strategies that students use to learn. They are the habits of mind that students develop over time. These skills and strategies are essential for students to be successful in school and in life. They are the skills and strategies that students use to learn. They are the habits of mind that students develop over time. These skills and strategies are essential for students to be successful in school and in life.

Domain 2: Physical Development and Health

DOMAIN: PHYSICAL DEVELOPMENT AND HEALTH (PDH)

Many teachers find it difficult to find time to address physical development and health in their curriculum. This domain provides a framework for teachers to integrate physical development and health into their instruction.

Domain 3: Social and Emotional Learning

DOMAIN: SOCIAL AND EMOTIONAL LEARNING (SEL)

All children learn differently. Some children learn best through direct instruction, while others learn best through experiential learning. This domain provides a framework for teachers to address social and emotional learning in their instruction.

Domain 4A: Communication, Language and Literacy

DOMAIN: COMMUNICATION, LANGUAGE AND LITERACY
PART A: APPROACHES TO COMMUNICATION (AC)

NYSED develops and updates the Communication, Language and Literacy standards to ensure that all children have the opportunity to learn and succeed in school and in life.

Building a strong foundation in communication, language and literacy skills is essential for students to be successful in school and in life. This domain provides a framework for teachers to address communication, language and literacy in their instruction.

Communication is a key skill for students to have. It is the ability to express one's thoughts and feelings to others. This domain provides a framework for teachers to address communication in their instruction.

New York State's Next Generation Learning Standards for Communication, Language and Literacy are designed to ensure that all children have the opportunity to learn and succeed in school and in life.

Domain 5A: Cognition and Knowledge of the World: Mathematics

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD
MATHEMATICS (MATH)

Mathematical learning in prekindergarten focuses on the exploration of concepts. Instructional time should focus on: 1) developing number sense including concepts of correspondence, counting, cardinality, and comparison; and 2) recognizing basic two and three-dimensional geometric shapes and describing shapes found in their everyday environment.

Developmentally appropriate instructional tools include math manipulatives, games, learning centers; play; and selected books or themes with mathematical concepts.

The word "explore(s)" in the Prekindergarten Math Standards below indicates that the topic is an important concept that builds the foundation for progression toward mastery in later grades. Repeated experiences with these concepts, with immersion in the concrete, are vital.

INTERDISCIPLINARY UNITS OF STUDY PLANNING TEMPLATE

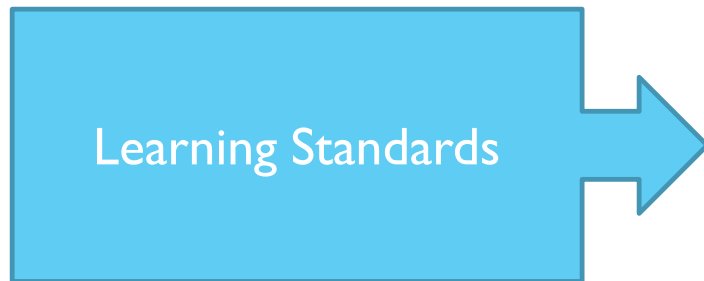
Unit Topic	
<i>Names the topic on which the unit of study focuses.</i>	
Essential Question	Domain 1: Approaches to Learning
<i>An essential question is an authentic knowledge and skills that children's questions are 'big' questions for which</i>	
Focus Questions	Domain 2: Physical Development and Health
<i>Focus questions represent the major and require children to make connections</i>	
Student Outcomes	Domain 3: Social and Emotional Learning
<i>Student outcomes are the learning do as a result of instruction?</i>	
Academic Vocabulary	Domain 4: Communication, Language, and Literacy
<i>Academic vocabulary words help children access complex texts. These words are</i>	Part A: Approaches to Communication
Foundational and Supporting Texts	Part B: English Language Arts and Literacy
<i>Foundational and supporting texts informational texts that can be read by students interpret and answer the support students' understanding of supporting learning centers and the</i>	Domain 5: Cognition and Knowledge of the World
Family and Community Engagement	Mathematics
<i>Opportunities for inviting families to the class, or for extending learning</i>	Science
Culminating Celebration	Social Studies
<i>A culminating celebration is an opportunity as well as to note and celebrate the</i>	The Arts

Unit Topic:		
Essential Question:		
	Week 1	Week 2
Focus Question(s)		
Foundational Texts for Read Aloud(s)		
Large Group Instruction		
Small Group Instruction		
Supporting Texts		
Outdoor/Gross-Motor Experiences:		
	Blocks Learning Center	
	Math and Manipulatives Learning Center	
	Dramatic Play Learning Center	
	Creative Arts Learning Center	
	Literacy and Writing Learning Center	
	Science and Nature Learning Center	

PLANNING INTERDISCIPLINARY UNITS OF STUDY

UNIT OVERVIEW & LEARNING STANDARDS

Unit Topic
<i>Names the topic on which the unit of study focuses.</i>
Essential Question
<i>An essential question is an authentic, child-friendly question that connects the knowledge and skills that children should develop throughout the unit. Essential questions are 'big' questions for which there is no single answer.</i>
Focus Questions
<i>Focus questions represent the major inquiries of the unit. They build over time and require children to make connections across all content areas.</i>
Student Outcomes
<i>Student outcomes are the learning targets for children. What are children able to do as a result of instruction?</i>
Academic Vocabulary
<i>Academic vocabulary words help children understand the unit focus questions and access complex texts. These words can be supplemented by vocabulary in read alouds.</i>
Foundational and Supporting Texts
<i>Foundational and supporting texts include a combination of literacy and informational texts that can be read throughout the unit. Foundational texts help students interpret and answer the essential/focus question(s); supporting texts support students' understanding of essential/focus questions while also supporting learning centers and the needs/interests of individual students.</i>
Family and Community Engagement
<i>Opportunities for inviting families to share their experiences and knowledge with the class, or for extending learning outside of the classroom.</i>
Culminating Celebration
<i>A culminating celebration is an opportunity to reflect on the unit with the children, as well as to note and celebrate the growth and learning that has occurred.</i>



Domain 1: Approaches to Learning
Domain 2: Physical Development and Health
Domain 3: Social and Emotional Learning
Domain 4: Communication, Language, and Literacy
Part A: Approaches to Communication
Part B: English Language Arts and Literacy
Domain 5: Cognition and Knowledge of the World
Mathematics
Science
Social Studies
The Arts

PLANNING INTERDISCIPLINARY UNITS OF STUDY

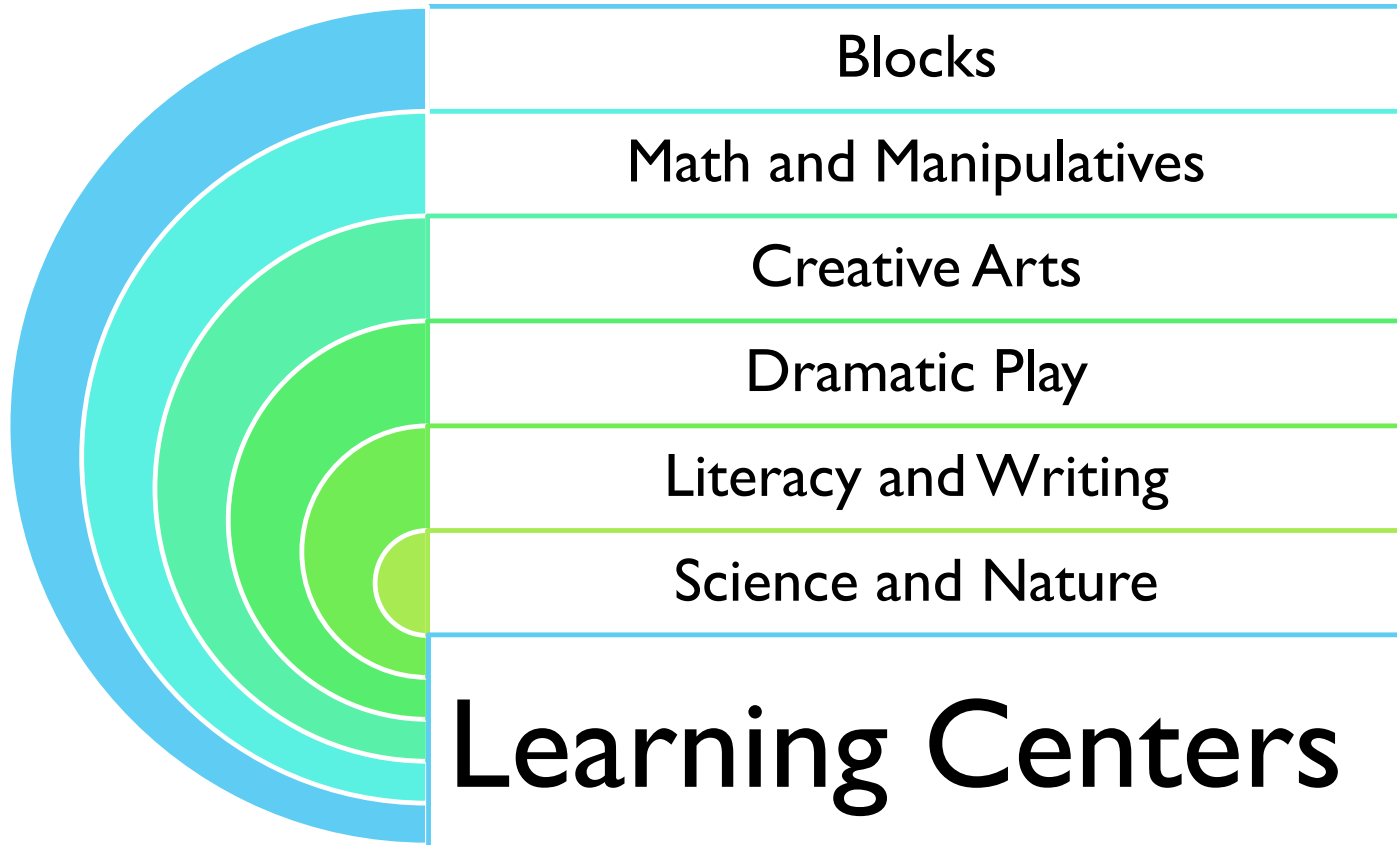
WEEKLY PLANNING TEMPLATE

- Includes space to plan weekly:
 - Focus questions
 - Foundational texts for read aloud/supporting texts
 - Large/small group instruction
- As well as:
 - Outdoor/gross-motor experiences
 - Connections with Special Area teachers

Unit Topic:					
Essential Question:					
	Week 1	Week 2	Week 3	Week 4	
Focus Question(s)					Focus Question(s)
Foundational Texts for Read Aloud(s)					Foundational Texts for Read Aloud(s)
Large Group Instruction					Large Group Instruction
Small Group Instruction					Small Group Instruction
Supporting Texts					Supporting Texts
Outdoor/Gross-Motor Experiences:			Connections with Special Area Teachers?		

PLANNING INTERDISCIPLINARY UNITS OF STUDY

PLANNING LEARNING CENTERS



	Week 1	Week 2
Blocks Learning Center		
Math and Manipulatives Learning Center		
Dramatic Play Learning Center		
Creative Arts Learning Center		
Literacy and Writing Learning Center		
Science and Nature Learning Center		

INSTRUCTIONAL UNIT FRAMEWORK EXAMPLE

PREKINDERGARTEN

Instructional unit framework example

This instructional unit framework illustrates one way to design an integrated thematic unit that aligns with the prekindergarten standards, leaves room to build on student interest, and can be tailored to meet individual needs. While this unit centers on a traditionally “scientific” theme, it is interdisciplinary as content from all domains of learning is embedded throughout.





Thank
You

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