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

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New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

INTRODUCTIONS
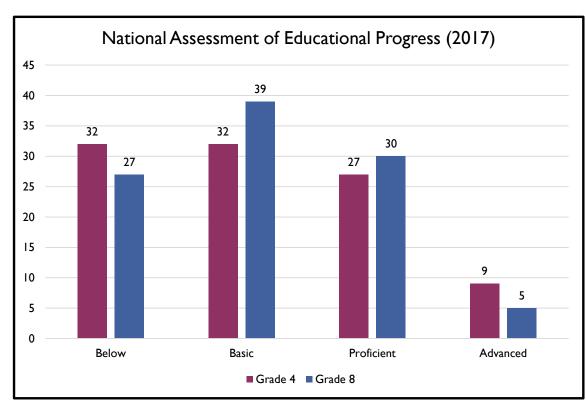

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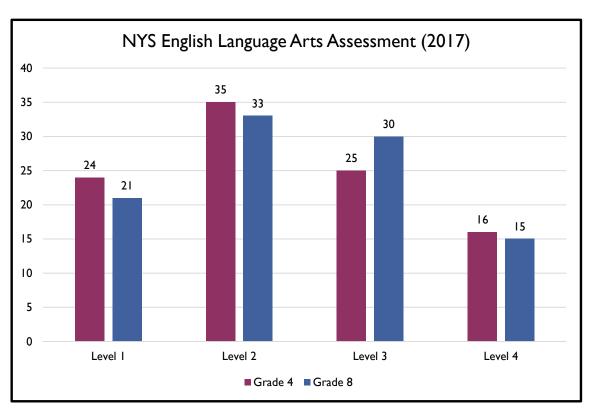

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TODAY'S LITERACY CONTEXT:
NEW YORK STATE 4TH AND 8TH GRADERS

National Assessment of Educational Progress (2017)

	Below	Basic	Proficient	Advanced
Grade 4	32	32	27	9
Grade 8	27	39	30	5

NYS English Language Arts Assessment (2017)

	Level 1	Level 2	Level 3	Level 4
Grade 4	24	35	25	16
Grade 8	21	33	30	15

TODAY'S LITERACY CONTEXT

CHANGING DEMANDS OF WORKFORCE PARTICIPATION

Index Value: 1960 = 50

- Working with New Information
- Solving Unstructured Problems
- Routine Manual Tasks
- Non-Routine Manual Tasks
- Routine Cognitive Tasks

"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).

From Dr. Nonie Lesaux's Keynote Presentation ~ P3 Summer Institute 0718
http://www.northeastcompcenter.org/wp-content/uploads/2018/07/EL-Summit-Comprehensive-Early-Literacy-Reform-Lesaux-PPT-web.pdf
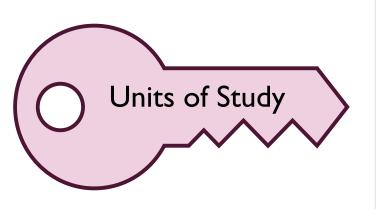
STRONG CURRICULA

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

UNITS OF STUDY

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
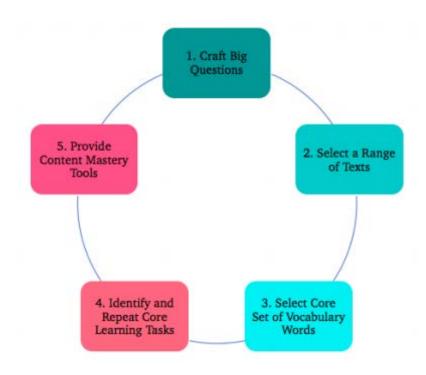- Support meaningful interactions among teachers and peers

Strong Curricula

From Dr. Nonie Lesaux's Keynote Presentation ~ P3 Summer Institute 0718:
http://www.northeastcompcenter.org/wp-content/uploads/2018/07/EL-Summit-Comprehensive-Early-Literacy-Reform-Lesaux-PPT-web.pdf

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."
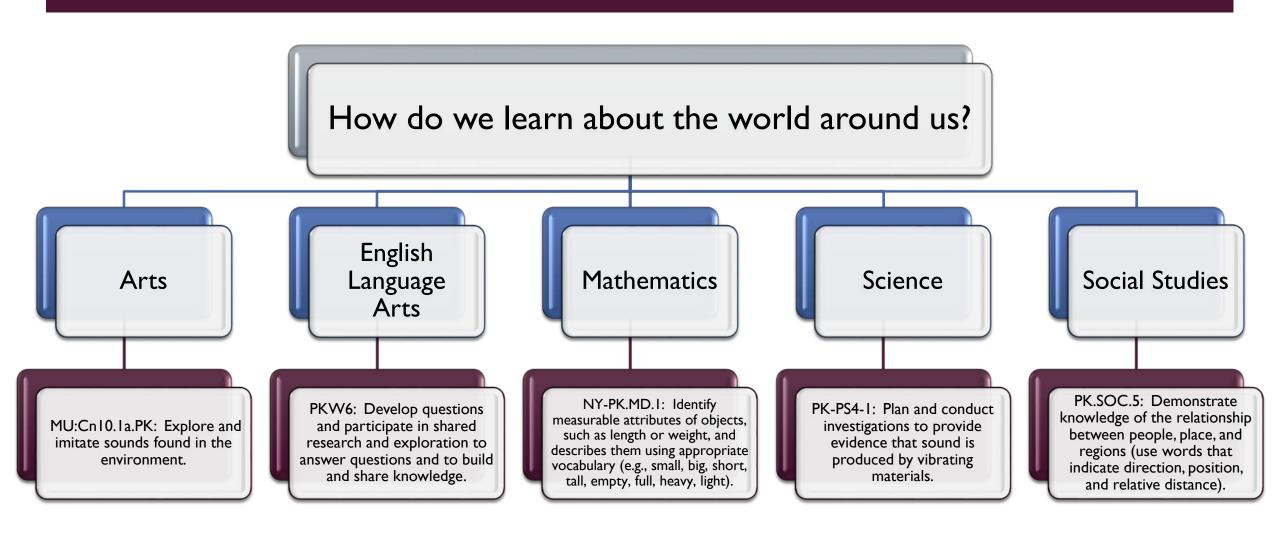
INSTRUCTIONAL UNITS OF STUDY

"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."

1. Craft Big Questions

2. Select a Range of Texts

3. Select Core Set of Vocabulary Words

4. Identify and Repeat Core Learning Tasks

5. Provide Content Mastery Tools

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 do we learn about the world around us?

Arts	English Language Arts	Mathematics	Science	Social Studies
MU:Cn10.1a.PK: Explore and imitate sounds found in the environment.	PKW6: Develop questions and participate in shared research and exploration to answer questions and to build and share knowledge.	NY-PK.MD.1: Identify measurable attributes of objects, such as length or weight, and describes them using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light).	PK-PS4-1: Plan and conduct investigations to provide evidence that sound is produced by vibrating materials.	PK.SOC.5: Demonstrate knowledge of the relationship between people, place, and regions (use words that indicate direction, position, and relative distance).

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.
Begins in Kindergarten	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

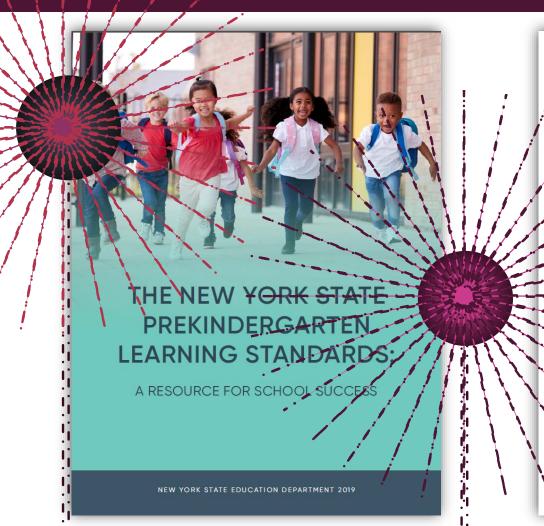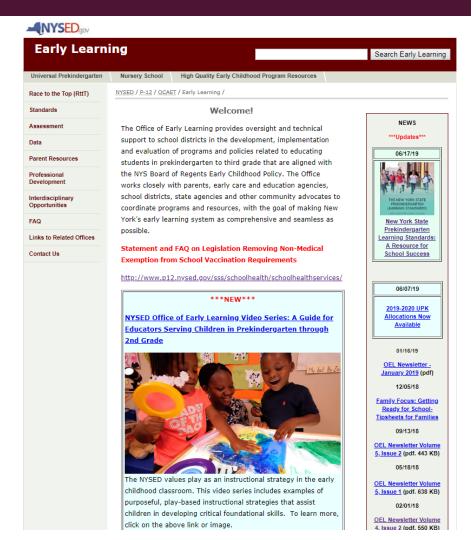# NEW YORK STATE PREKINDERGARTEN LEARNING STANDARDS: A RESOURCE FOR SCHOOL SUCCESS

THE NEW YORK STATE PREKINDERGARTEN LEARNING STANDARDS:

A RESOURCE FOR SCHOOL SUCCESS

NEW YORK STATE EDUCATION DEPARTMENT 2019

Table of Contents

ACCESSING THE PREKINDERGARTEN STANDARDS RESOURCE

www.p12.nysed.gov/earlylearning

Click on "Standards" in navigation menu in left margin.

Click on "New York State Prekindergarten Learning Standards: A Resource for School Success".

INTRODUCTION TO THE RESOURCE

WHY?
- challenge of working with multiple formats
- confusion about focusing on discrete skills, missing domain areas

a clear, comprehensive, consolidated standards resource for prekindergarten 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 NYSPKLS Resource IS…
  - The NYSPKLS 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 NYSPKLS Resource **IS**...	The NYSPKLS Resource **IS NOT**...

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

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

Students in prekindergarten are at the early emergent reader level and have not yet developed the foundational word reading skills necessary to read texts independently. Prekindergarten children 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 readers can take a variety of formats, including read-alouds, shared readings, pretend 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 Standards, including introductory statements, visit http://www.nysed.gov/curriculum-instruction/english-language-arts-ela-literacy/. To further support the implementation of the ELA Standards, additional guidance is provided through a series of topic briefs here http://www.nysed.gov/bilingual-ed/linguistically-diverse-learners-and-nys-next-generation-p-12-learning-standards

READING FOUNDATIONS

Print Concepts

PK.ELAL.1. [PKRF.1.] **Demonstrates understanding of the organization and basic features of print**

PK.ELAL.1. Indicators:
  a. Recognizes that words are read from left to right, top to bottom, and page to page
  b. Recognizes that spoken words are represented in written language
  c. Understands that words are separated by spaces in print
  d. Recognizes and names some upper/lowercase letters of the alphabet, especially those in own name
  e. Recognizes that letters are grouped to form words
  f. Differentiates letters from numerals
  g. Identifies front cover and back cover

Prekindergarten domain of learning

Learning domain context and considerations

Links and notes to full articulation of standards, if applicable

Prekindergarten code includes PK for grade level, letters to indicate the learning domain, and a chronological number

Reference code from full articulation of standards document, if applicable

Learning Standard

Indicator(s)

THE STANDARDS

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

We notice…

We wonder…

We think…

INTERDISCIPLINARY UNITS OF STUDY PLANNING TEMPLATE

Unit Topic

Names the topic on which the unit of study focuses

Essential Question

*An essential question is an authentic
knowledge and skills that children
questions are 'big' questions for wh*

Focus Questions

*Focus questions represent the majo
and require children to make conne*

Student Outcomes

*Student outcomes are the learning
do as a result of instruction?*

Academic Vocabulary

*Academic vocabulary words help ch
access complex texts. These words
alouds.*

Foundational and Supporting Texts

*Foundational and supporting texts
informational texts that can be rea
students interpret and answer the
support students' understanding of
supporting learning centers and the*

Family and Community Engagement

*Opportunities for inviting families t
the class, or for extending learning*

Culminating Celebration

*A culminating celebration is an opp
as well as to note and celebrate the*

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

Unit Topic:

Essential Question:

Week 1		
Focus Question(s)		
Foundational Texts for Read Aloud(s)		
Large Group Instruction		
Small Group Instruction		
Supporting Texts		

Outdoor/Gross-Motor Experiences:

Unit Topic:

Essential Question:

	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		

Unit Topic
Names the topic on which the unit of study focuses.

Essential Question
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.

Focus Questions
Focus questions represent the major inquiries of the unit. They build over time and require children to make connections across all content areas.

Student Outcomes
Student outcomes are the learning targets for children. What are children able to do as a result of instruction?

Academic Vocabulary
Academic vocabulary words help children understand the unit focus questions and access complex texts. These words can be supplemented by vocabulary in read alouds.

Foundational and Supporting Texts
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.

Family and Community Engagement
Opportunities for inviting families to share their experiences and knowledge with the class, or for extending learning outside of the classroom.

Culminating Celebration
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.
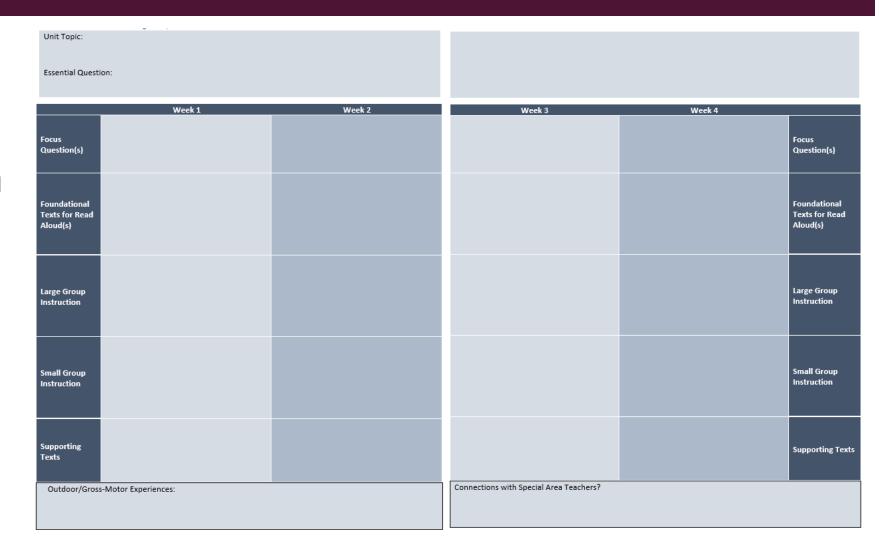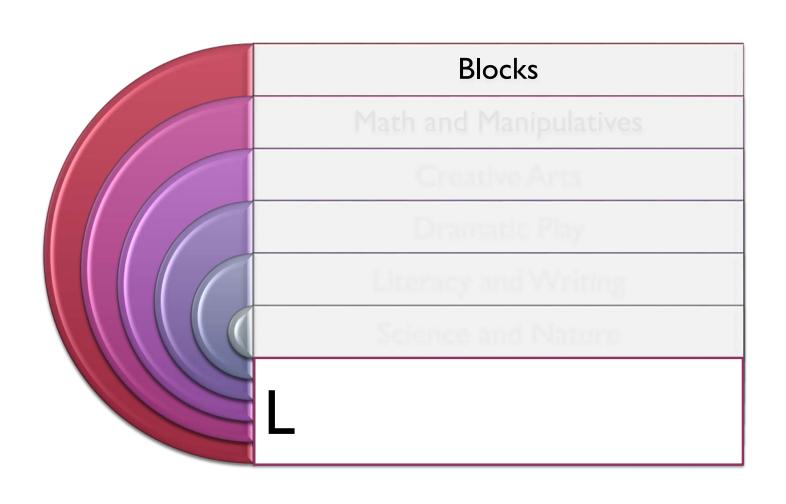
Unit Overview

Learning Standards

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

	Blocks
	Math and Manipulatives
	Creative Arts
	Dramatic Play
	Literacy and Writing
	Science and Nature
L	

	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		

Unit Eight:

Plants

Interdisciplinary Unit of Study

NYC DOE

Table of Contents

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.

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