



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

TO: P-12 Education Committee
FROM: Ken Slentz
SUBJECT: Revisions to the Prekindergarten Learning Standards
DATE: October 7, 2011

AUTHORIZATION(S)

SUMMARY

Issue for Decision

Will the Board of Regents approve the revisions to the New York State Prekindergarten Standards that now more explicitly incorporate the New York State Common Core Learning Standards in English Language Arts and Mathematics?

Proposed Handling

This question will come before the Board of Regents for discussion at the October 2011 meeting.

Background Information

New York State is moving forward to ensure high-quality educational environments for all of our youngest learners with the adoption of the Prekindergarten Learning Standards and Common Core Learning Standards. In an effort to provide a clear, comprehensive, and consolidated resource for early childhood professionals, the New York State Prekindergarten Learning Standards have been revised to fully encompass the prekindergarten sections of the New York State Common Core Learning Standards in Language and Literacy, as well as Mathematics. In addition, the construct of the document has been reformatted to more closely resemble the "fewer, higher, clearer" structure of the Common Core. This process has resulted in the creation of one document, the Prekindergarten Foundation for the Common Core.

Recommendation

It is recommended that the Board of Regents approve and direct staff to release to the field the newly revised *Prekindergarten Foundation for the Common Core*. Rollout would occur in academic year 2011-12.

Sample 1

Domain 3: Social and Emotional Development

Social and Emotional Development - Foundational Skills

Note: In prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow

Self Regulation

2. Regulates his/her responses to needs, feelings and events.
 - a) Expresses feelings, needs, opinions and desires in a way that is appropriate to the situation.
 - b) Appropriately names types of emotions (e.g. frustrated, happy, excited, sad) and associates them with different facial expressions, words and behaviors.
 - c) Demonstrates an ability to independently modify their behavior in different situations.

Sample 2

Domain 4: Communication, Language, and Literacy

PART B: ENGLISH LANGUAGE ARTS AND LITERACY

Reading Standards: Foundational Skills

NOTE: In Prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
 - a. Follow words from left to right, top to bottom, and page by page.
 - b. Recognize that spoken words are represented in written language by specific sequences of letters.
 - c. Understand that words are separated by spaces in print.
 - d. Recognize and name some upper /lowercase letters of the alphabet, especially those in own name.
 - e. Recognize that letters are grouped to form words.
 - f. Differentiate letters from numerals.

Sample 3

DOMAIN 5: COGNITION AND KNOWLEDGE OF THE WORLD:

MATHEMATICS

NOTE: In Prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow

Count to Tell the Number of Objects

3. Understand the relationship between numbers and quantities to 10; connect counting to cardinality.
 - a) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
 - b) Understand that the last number name said tells the number of objects counted. The number of objects is the same
 - c) Regardless of their arrangement or the order in which they were counted.
 - d) Understand that each successive number name refers to a quantity that is one larger