



# New York State Education Department Office of P-12 Education Office of Early Learning Newsletter

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## Additional Grants for the Expanded Pre-kindergarten for Three- and Four-Year Old Students Awarded

New York State Education Department (NYSED) announced \$5 million in awards for the Additional Grants for the Expanded Pre-kindergarten for Three- and Four-Year Old Students in High-Need School Districts program. Sixteen high-need school districts will increase access to high-quality prekindergarten programs by establishing new full-day placements, converting existing half-day placements to full-day, or creating new half-day placements for three- and/or four-year old students. Two school districts will utilize grant funding for both three- and four-year old students and 14 school districts will operate four-year old programs. Congratulations to the following school districts.

SCHOOL DISTRICTS	
Attica CSD	McGraw CSD
Ausable Valley CSD	Onondaga CSD
Canajoharie CSD	Peru CSD
Carthage CSD	Saranac CSD
Elizabethtown-Lewis CSD	Saugerties CSD
Homer CSD	Schenectady City SD
Indian River CSD	Weedsport CSD
Liverpool CSD	Windsor CSD

## The Next Generation Learning Standards

Over the past two years, the New York State Education Department, in partnership with educators, parents, and stakeholders from across the state, has worked to revise the English Language Arts Learning Standards that were adopted by the Board of Regents in 2011. Throughout this process, teachers, parents, and stakeholders from across New York State have been key partners in the work. An Early Learning Task Force, made up of over 30 educators, also provided input for the standards and suggestions for future resources.

In September, the Board of Regents approved the New York State Next Generation English Language Arts and Math Learning Standards, which will be implemented in schools over the next three years. The Next Generation Learning Standards are available on the [NYSED website](#).

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### \*\*\*OEL UPDATE\*\*\*

The Office of Early Learning is happy to introduce its new team members:

- ✧ Jazmin Martinez
- ✧ Michael Montoya

## Developmental Milestones for Three and Four-Year-Old Children

The Office of Early Learning’s updated Preschool Planning Guide now titled, *Planning for High-Quality Prekindergarten Programs* is available on the [OEL website](#). The guide has useful resources for teachers and administrators including how to design environments and plan curriculum experiences for prekindergarten children. The guide includes charts similar to the one below on developmental milestones.

Domain Area	Three-Year-Old	Four -Year -Old
Social/ Emotional	<ul style="list-style-type: none"> <li>• Copies actions of adults and friends</li> <li>• Shows affection for friends</li> <li>• Understands “mine,” “his,” and “hers”</li> <li>• Shows wide range of emotions</li> <li>• May be upset by changes in routine</li> <li>• Starts taking turns when playing</li> </ul>	<ul style="list-style-type: none"> <li>• Plays “mom” and “dad”</li> <li>• Cooperates with other children</li> <li>• Is more creative with make believe play</li> <li>• Enjoys doing new things</li> <li>• Talks about what she likes and what she is interested in</li> <li>• Would rather play with other children than alone</li> </ul>
Communication/ Language	<ul style="list-style-type: none"> <li>• Talks well enough for strangers to understand him most of the time</li> <li>• Asks many questions</li> <li>• Can name most things familiar to him</li> <li>• Carries on a conversation, using 2 to 3 sentences</li> <li>• Follows instructions with 2 or 3 steps</li> <li>• Answers simple questions</li> </ul>	<ul style="list-style-type: none"> <li>• Tells stories</li> <li>• Knows some basic rules of grammar, such as using pronouns like “he” and “she”</li> <li>• Knows first and last name and can tell you</li> <li>• Sings songs or says a poem from memory (Like “Wheels on the Bus” or “Itsy Bitsy Spider”)</li> <li>• Participates in stories about a variety of topics</li> </ul>
Cognition	<ul style="list-style-type: none"> <li>• Builds towers of 6 or more blocks</li> <li>• Understands what “two” means</li> <li>• Copies a circle with a crayon or pencil</li> <li>• Can work toys with buttons, levers, and moving parts</li> <li>• Turns pages of a book one at a time</li> </ul>	<ul style="list-style-type: none"> <li>• Plays board and/or card games</li> <li>• Understands the idea of counting</li> <li>• Draws a person with some body parts</li> <li>• Starts to copy some shapes and letters</li> <li>• Tells you what is going to happen next in a story or book</li> <li>• Understands the idea of “same” and “different”</li> </ul>
Physical Development	<ul style="list-style-type: none"> <li>• Climbs well</li> <li>• Runs easily</li> <li>• Walks up and down stairs one foot on each step</li> <li>• Has basic ability to kick and throw a ball</li> <li>• Stacks, sorts, and strings items</li> </ul>	<ul style="list-style-type: none"> <li>• Hops and stands on one foot up to 2 seconds</li> <li>• Catches a bounced ball most of the time</li> <li>• Pours, cuts with supervision, and mashes own food</li> <li>• Eats with utensils</li> <li>• Pedals consistently when riding a tricycle</li> </ul>
Approaches to Learning	<ul style="list-style-type: none"> <li>• Pretends and uses imagination during play</li> <li>• Wants to do favorite activities over and over again</li> <li>• Can remain engaged in an activity for at least 5 minutes</li> <li>• Chooses one activity over another</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts multiple ways to solve a problem</li> <li>• Demonstrates willingness to try new experiences</li> <li>• Seeks assistance when something seems unclear</li> <li>• Maintains lengthened focus on a task for up to 10 minutes.</li> </ul>

## Physical Development and Health of Young Learners

Below is an excerpt from **The Office of Early Learning’s new *Physical Development and Health of Young Learners: A Resource Set***. This set provides background information, ideas for planning to support physical development and health, and a teacher work sheet, as well as a school-wide reflection tool to plan and implement program improvements. This document is available by e-mailing the Office of Early Learning at [OEL@nysed.gov](mailto:OEL@nysed.gov).

### *School-Wide Reflection Worksheet*

<b>Program Improvement, Resources and Supports For Physical Development Opportunities</b>				
	CURRENT STATUS			Next Steps
	Already in Place	N/A	Area to Develop	
<p><b>A. Program Leadership</b> Principal/site manager:</p> <ol style="list-style-type: none"> <li>1. Identifies professional development, materials and other resources to support physical development and health.</li> <li>2. Ensures equitable access of materials and resources across all preschool classrooms.</li> <li>3. Is familiar with what physical development and health in preschool looks and sounds like.</li> </ol>				
<p><b>B. Research-Based and Effective Curriculum and Instruction in Support of State and District Standards</b> Principals/site managers ensure that:</p> <ol style="list-style-type: none"> <li>1. All preschool staff receive training about physical development and health.</li> <li>2. Preschool staff have access and resources to select books and materials to support instruction.</li> <li>3. The physical space supports children’s needs for movement and activity.</li> </ol>				
<p><b>C. Supporting Teachers in the Classroom</b> Principals/site managers ensure that:</p> <ol style="list-style-type: none"> <li>1. Teachers have opportunities and access to resources or specialists to strengthen physical development and health, including how to use materials and resources, engage children, and set-up learning environments.</li> <li>2. Teachers receive feedback about their implementation of practices and techniques that support physical development and health.</li> <li>3. Paraprofessionals and volunteers are included in training and feedback opportunities.</li> </ol>				
<p><b>D. Engaging Families and Community</b> Principals/site managers ensure that:</p> <ol style="list-style-type: none"> <li>1. School/preschool program has ongoing and reciprocal communication with parents about physical development and health.</li> <li>2. School/preschool program provides information to families in ways they understand about physical development and health and ways they can support children’s development.</li> <li>3. School/preschool program provides paid time for staff to learn about children’s interests and activities.</li> </ol>				

## Three-Year-Old Summer Institute Resources



In July of 2017 the New York State Office of Early Learning with guidance from the Northeast Comp Center held a summer institute for districts serving three-year-old students. Participants at the session received a copy of the resource [Guidance for School Districts Operating Pre-K Programs for Three Year Old's](#) which included tips for classroom staff and administrators serving three-year old's in areas such as the learning environment, curriculum, and characteristics of learners. A special thank you to Syracuse City Schools for hosting and presenting at the event. Topics discussed included creating the environment, the instructional cycle for three-year-old students and an administrators' session on best practices. Handouts for the event can be found on the [Northeast Comprehensive Center website](#).

## Emergent Multilingual Learner Language Profile

At its April 2017 meeting, the Board of Regents approved the use of an Emergent Multilingual Learner Language Profile as part of a comprehensive process to identify language diverse children entering prekindergarten, and inform the provision of home language support while they are learning English during prekindergarten.

For additional information, see:

- [✚ Emergent Multilingual Learners Memo \(EMLLs\) - pdf](#)
- [✚ PreK EMLLs Best Practices for Identification Presentation - pdf](#)

## Family Engagement Resources

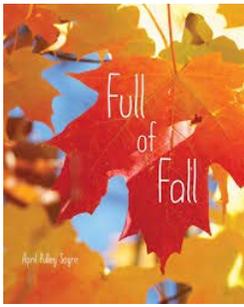
*New York State Parent Guide: Starting Life Together is Now Available!*

Parents are babies' first teachers and now there's a New York Parent Guide to help! Issued by the NYS Council on Children and Families, the Parent Guide is a "How-To" for expecting and new parents. Parents receive information on typical behavior for the age of the child and suggests caring responses, recognizing how parents grow in their roles as the child ages.

The Parent Guide focuses on five important parenting behaviors: nurturing, protecting, guiding, communicating and supporting children's curiosity and learning. It is available for free on the [NYS Parent Guide website](#).

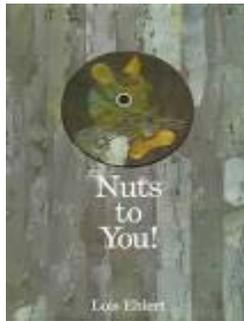
## Reading Recommendations

### Pre-K 3's to Kindergarten



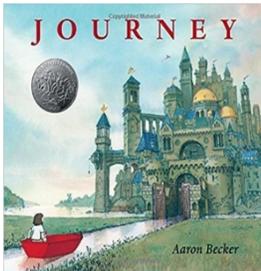
*Full of Fall* by: April Pulley Sayre Award-winning Author April Pulley Sayer has created a beautiful book that all ages will enjoy. She captures the changes that Fall brings through colorful photographs. The poetry and language are simplistic yet engaging for young learners. There are companion pages that also further scientific discovery.

### Kindergarten to 1st Grade



This pair of books by **Lois Ehlert** are great choices for a Kindergarten or 1st grade read aloud. The mix of authentic natural photos with illustrations will encourage and inspire young readers and writers. In “Leaf Man” Ehlert taps into the imagination by creating images of new pictures as the leaves blow in the fall. “Nuts to You” follows a squirrel’s journey through the city. Through his adventure he passes many new animals. Labeled pictures introduce new formats to beginning writers.

### 2nd to 3rd Grade



*Journey* by: Aaron Becker *Journey*, a 2014 Caldecott Honor Book, follows a young girl on a magical journey. The main character who travels on many adventures created from her imagination and her red marker. This wordless story is sure to captivate young readers and writers while encouraging meaningful discussions in early elementary classrooms.



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