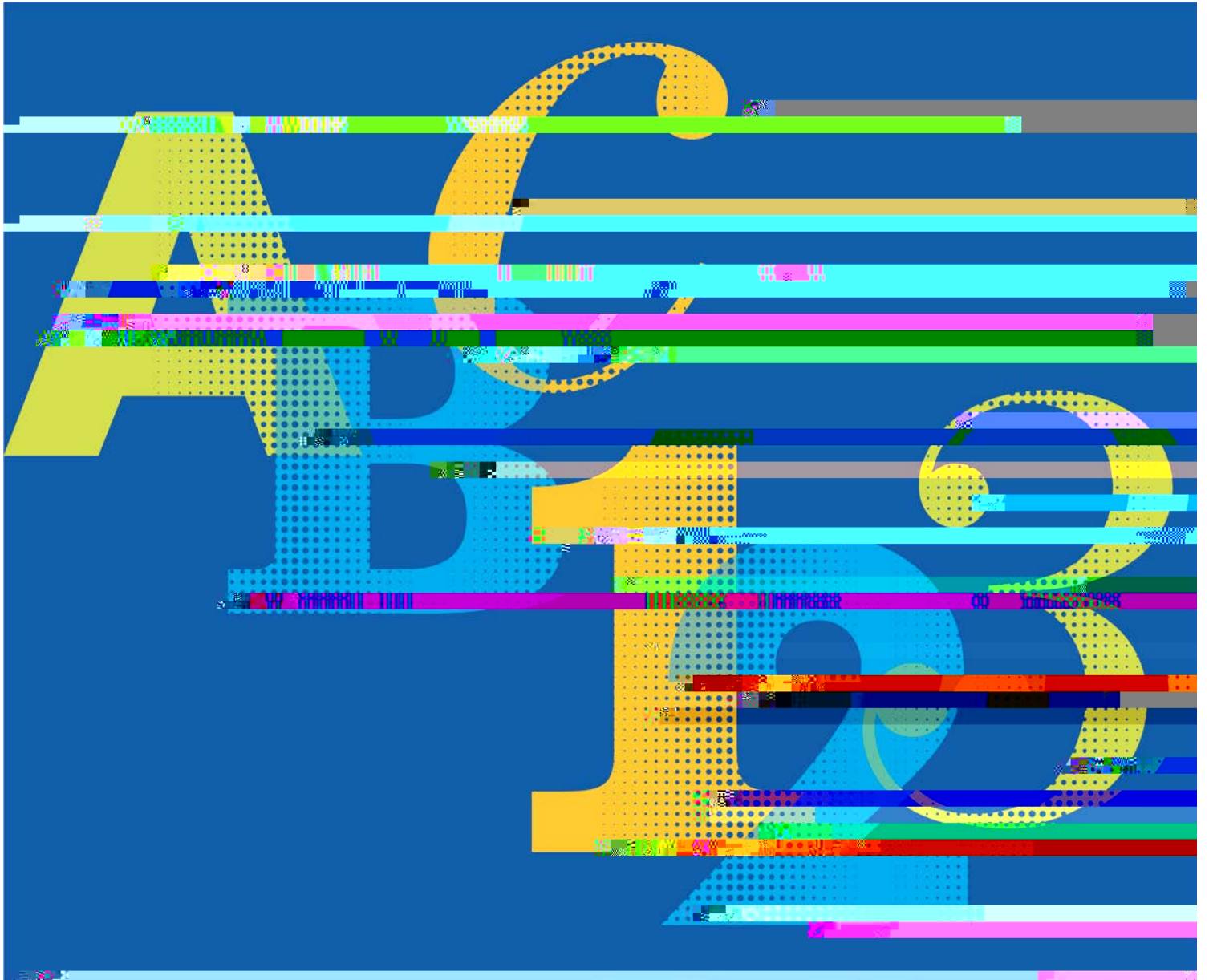
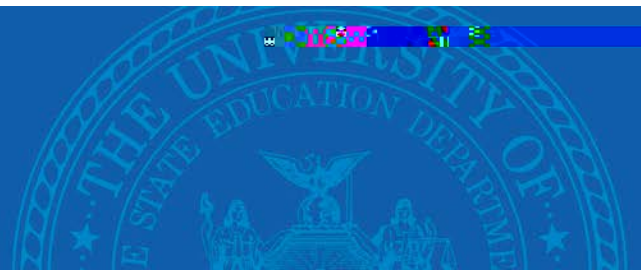


NEW YORK STATE
EDUCATION DEPARTMENT





Standards for Learning, not Standardization of Instruction

The New York Early Learning Standards represent outcomes by grade level in an overall framework of a lifelong development of skills, dispositions and habits with regards to learning. Envisioning the practices of literate adults, we recognize how these practices are necessarily developed and nurtured over a lifetime, beginning in early childhood. For example, long before children are reading conventionally, there is a continuum of emergent skills that are stimulated and reinforced as early as infancy. This occurs through reading or telling stories and exposing babies to books.¹ The Standards, then, serve to describe points along a continuum towards lifelong development.

In this continuum, we hold the same aspirations and goals for everyone; the outcomes described in the Standards are meant for all children, regardless of their circumstances. Standards do not solely define what the well-prepared or precocious child can achieve, but what can be achieved by t a aeplor t







Standards and English Language Learners/Multilingual Learners

Speaking English is not a precondition to meeting every standard. Children can demonstrate