



Curriculum and NYS Early Learning Guidelines Crosswalk

The NYS Early Learning Guidelines depict a developmental progression of typical child development. The Early Learning Guidelines outline how children typically develop through each domain from birth to 5 years, and help to inform an emergent curriculum and effective teaching. QUALITYstarsNY encourages the alignment of curricula used in early learning settings with the domains in the Early Learning Guidelines.

This crosswalk allows programs and providers to assess the alignment of their curriculum to the NYS Early Learning Guidelines in order to meet standard CPI 4. Fill in the white box on the right of the chart and match specific elements from your curricula to the element in the center column, and if needed explain how they cover the element in the Early Learning Guidelines.

| Agency or Provider Name: | | Curriculum Name: | Ages of Children Curriculum Applies To: |
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| NYS Early Learning Guidelines Domain | Element within Domain | Curriculum Domain/Component that aligns with ELG Domain | |
| I. Physical Well-Being, Health, and Motor Development | A. Gross motor skills | | |
| | B. Fine motor skills | | |
| | C. Sensorimotor skills | | |
| | D. Physical fitness: Daily Activities | | |
| | E. Physical fitness: Variety and Well-Being | | |
| | F. Daily Living Skills | | |
| | G. Daily Living skills: Hygiene | | |
| | H. Nutrition | | |
| | I. Safe practices | | |
| | J. Rules and self-Regulation | | |
| II. Social and Emotional | A. Interactions with Adults | | |
| | B. Interactions with Adults: Children seek assistance from adults | | |

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| Development | C. Interaction with Peers | |
| | D. Interaction with Peers: Cooperation | |
| | E. Interaction with Peers: Negotiation | |
| | F. Adaptive Social Behavior | |
| | G. Adaptive Social Behavior: Group Activities | |
| | H. Adaptive Social Behavior: Diverse Settings | |
| | I. Adaptive Social Behavior: Empathy | |
| | J. Appreciating Diversity | |
| | K. Self-Concept | |
| | L. Self-Concept: Abilities and Preferences | |
| M. Self-Efficacy | | |
| N. Self-Control | | |
| O. Self-Control: Feelings and Impulses | | |
| P. Emotional Expression | | |
| III. Approaches to Learning | A. Curiosity and Interest | |
| | B. Initiative | |
| | C. Persistence and Attentiveness | |
| | D. Creativity and Inventiveness | |
| | E. Reflection and Interpretation | |
| IV. Cognition and General Knowledge | A. Causation: Children demonstrate awareness of cause and effect | |
| | B. Critical and Analytic Thinking: Children compare, contrast, examine, and evaluate experiences, tasks, and events | |
| | C. Critical and Analytic Thinking: Children use past knowledge to build new knowledge | |
| | D. Problem-Solving: Children find multiple solutions to questions, tasks, problems, and challenges | |
| | E. Representational Thought: Children use symbols to represent objects | |
| | F. Representational Thought: Children distinguish between fantasy and reality | |
| | G. Number and Sense Operations: Children demonstrate knowledge of numbers and counting | |

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| | H. Measurement: Children demonstrate knowledge of size, volume, height, weight and length | |
| | I. Properties of Ordering: Children identify and label shapes | |
| | J. Properties of Ordering: Children sort, classify, and organize objects | |
| | K. Scientific Thinking: Children collect information through observation and manipulation | |
| | L. Scientific Thinking: Children engage in exploring the natural world by manipulating objects, asking questions, making predictions, and developing generalizations | |
| | M. Scientific Knowledge: Children observe and describe characteristics of living things | |
| | N. Scientific Knowledge: Children observe and describe characteristics of the earth | |
| | O. History: Children demonstrate the knowledge of past events and awareness of how they may influence the present and the future | |
| | P. Geography: Children demonstrate awareness of location and spatial relationships | |
| | Q. Geography: Children demonstrate knowledge of the relationship between people, places, and regions | |
| | R. Economics: Children demonstrate knowledge of various occupations related to trade and currency | |
| | S. Ecology: Children demonstrate awareness of the relationship between humans and the environment | |
| | T. Technology: Children demonstrate understanding and use of technology in their surroundings | |
| | U. Family: Children demonstrate awareness and understanding of family | |
| | V. Community: Children demonstrate awareness of their community, human interdependence, and social roles | |
| | W. Community: Children demonstrate civic responsibility | |
| | X. Culture: Children demonstrate awareness and appreciation of | |

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| | their own and others' culture | |
| | Y. Expression and Representation: Children use creative arts to express and represent what they know, think, believe or feel | |
| | Z. Understanding and Appreciation: Children demonstrate understanding and appreciation of the creative arts | |
| V. Language, Communication, and Literacy | A. Dual Language Acquisition | |
| | B. Receptive Vocabulary | |
| | C. Expressive Vocabulary | |
| | D. Grammar and Syntax | |
| | E. Comprehension | |
| | F. Expressive/Oral Language | |
| | G. Listening Skills | |
| | H. Oral and Written Communication | |
| | I. Conventions of Social Communication | |
| | J. Reading: Phonological Awareness | |
| | K. Reading: Alphabetical Principle | |
| | L. Reading: Print Concepts | |
| | M. Reading: Comprehension of Printed Material | |
| | N. Reading: Awareness that Written Materials Can Be Used for a Variety of Purposes | |
| | O. Reading: Appreciation and Enjoyment | |
| P. Writing: Alphabet Knowledge | | |
| Q. Writing Conventions | | |
| R. Writing: Use Writing for a Variety of Purposes | | |