



The Introductions for English Language Arts

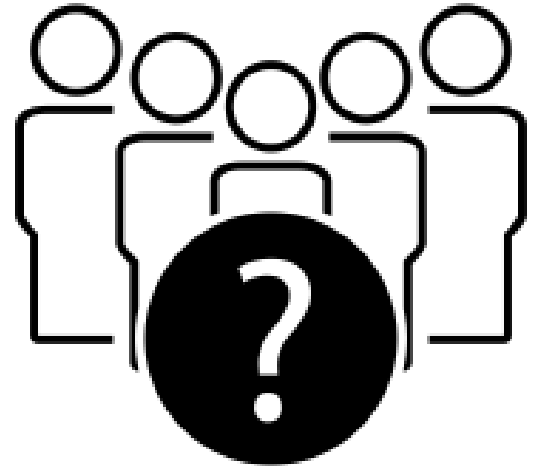
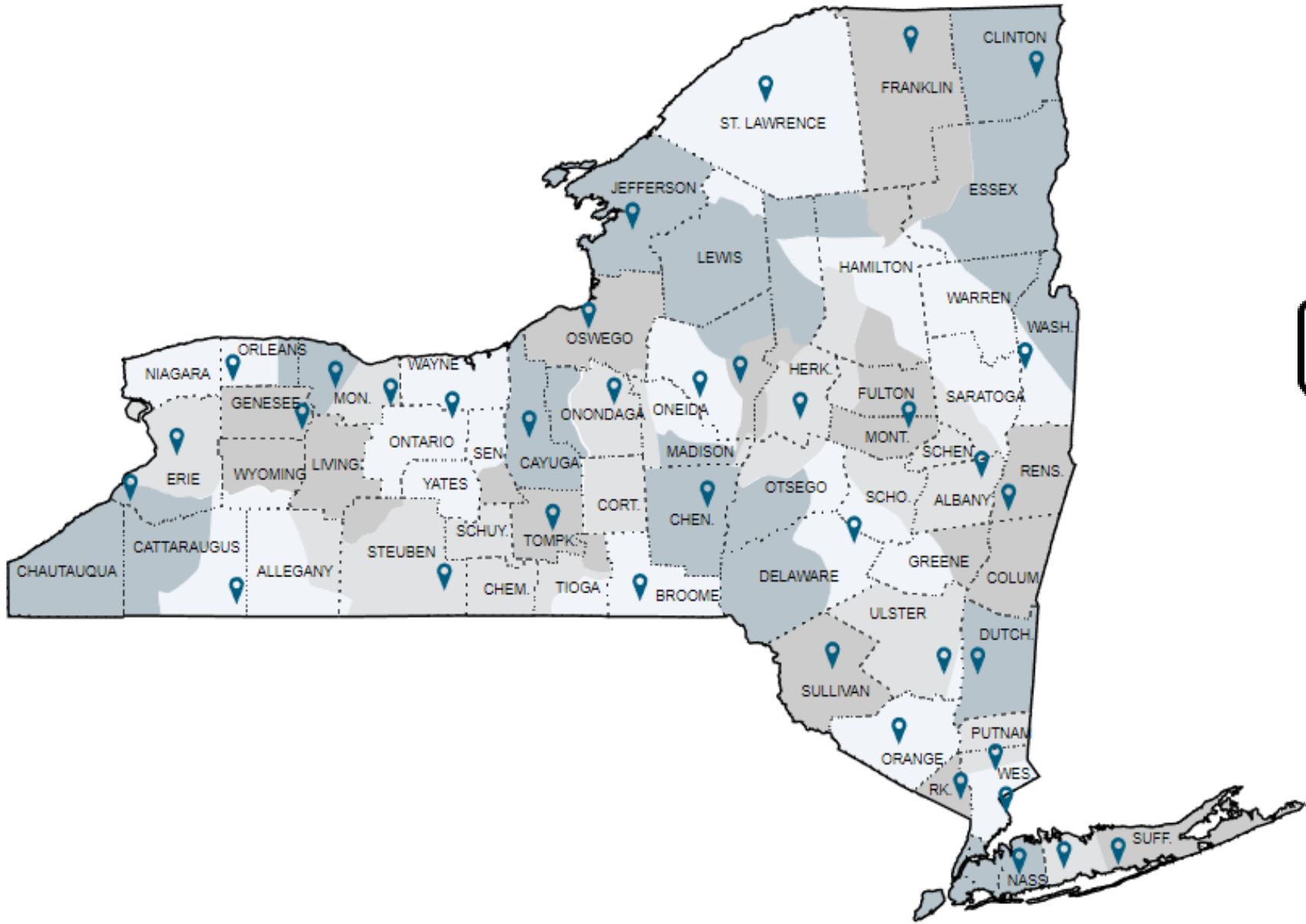
June 8, 2018

with

Dawn Shannon and Michelle Bulla

Welcome!
Introductions!





- **Phase I: Raise Awareness (Winter 2018-Winter/Spring 2019):**

- Professional development on NYS Next Generation Learning Standards;
- Two-day assessments measuring the 2011 P-12 Learning Standards.



- **Phase II: Build Capacity (Spring 2019-Summer 2020):**

- Professional development continuing on NYS Next Generation Learning Standards;
- Two-day assessments measuring the 2011 P-12 Learning Standards.

- **Phase III Full Implementation (September 2020 – ongoing):**

- Full implementation of the NYS Next Generation Learning Standards.

- **Spring 2021:**

- **New grade 3-8 tests measuring the NYS Next Generation Learning Standards.**
- **HS assessment will not be aligned before 2020-21**

Outcomes and Questions

At the end of this session, you will. .	Questions that you will answer
<ol style="list-style-type: none">1. Describe where to find key resources for introducing the Next Generation ELA Standards.2. Define key messages that are included in the introductions3. Explain why starting a rollout of the standards with introductions is important.4. Describe actions that you can consider in your district as you begin to roll out the standards.	<ol style="list-style-type: none">1. Where are the resources for introducing the Next Generation ELA Standards?2. What are standards? To whom do standards apply? Why were the standards revised? What stayed the same? What significant changes were made? Why were these changes made?3. Why should you consider starting a rollout of the standards with “the introductions”?4. What are some actions that we can/should consider in our district?

Let's get started!



THINK about how you would complete these statements:

Standards are. . .

Standards are NOT. . .

Compare with a partner.

Let's go to the
introductions!

The Preface

The Introduction

Introduction to Early Learning Standards

**Where do I find the
Next Generation ELA Standards
and the Introductions?**

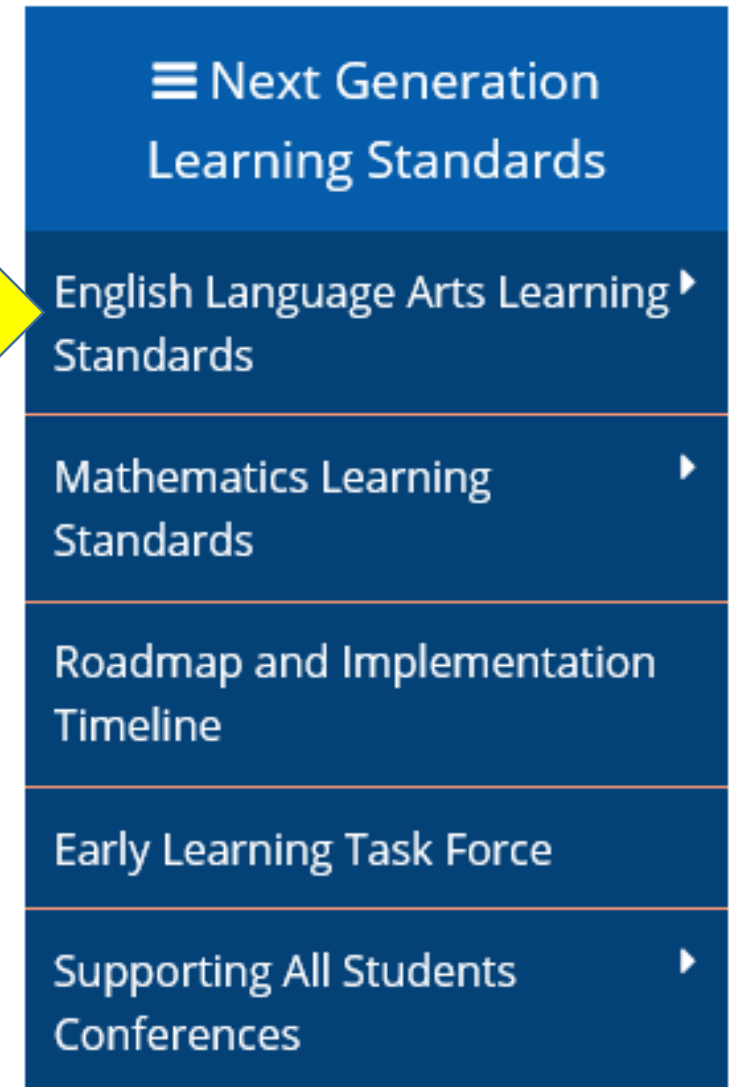
Go to:

Password






Wi-Fi

Go to: www.nysed.gov
Click on

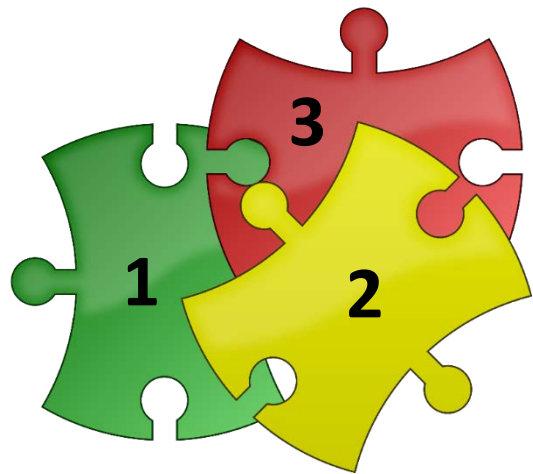


Preface and Introductory Documents:

- [Preface to the Next Generation P-12 Learning Standards for ELA and Mathematics](#) 
- [Introduction to the Next Generation P-12 English Language Arts Learning Standards](#) 
- [Introduction to the Next Generation Early Learning Standards](#) 

Create a team
of 3

Count off
from 1-3



What are key messages?

- # 1: How are “standards” defined in the introduction?
Standards ARE...Standards are NOT

- #2: To whom do the standards apply?

- # 3: Why were the standards revised?

Introduction to the Next Generation P-12 Learning Standards

1: How are “standards” defined in the introduction?

Standards ARE and Standards are NOT. . .

- Page 1
- Page 8
- Page 12 and 14

#2: To whom do the standards apply?

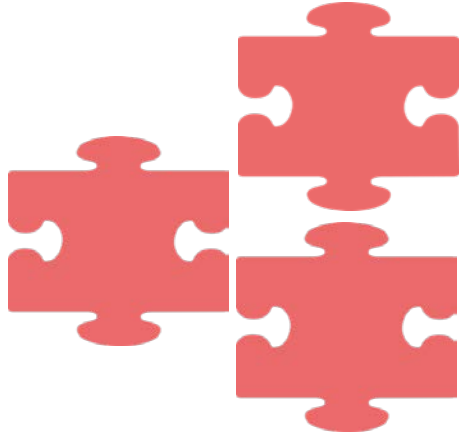
- Page 5: ELL/MLL
- Pages 5 – 7: SWD
- Pages 7, 8: Early Learning

3: Why were the standards revised?

- Pages 1 & 2: Advanced Literacy

JIGSAW Step 1: WORK ALONE

Skim/Scan the assigned sections. Plan your answer to the question.



Step 2: AT THE SIGNAL

JOIN 1 or 2 people who have the same number
Agree on the main idea/key messages

Step 3: AT THE SIGNAL

RETURN TO YOUR ORIGINAL GROUP OF THREE



Each member of the group--
Share the key message

**Why are
these key
messages
important?**

Standards are. . .

- The knowledge, skills, and understanding that individuals can and do habitually demonstrate over time (*page 1*)
- Educational expectations (*page 8*)
- What a student should know and be able to do independently by the end of each grade (*page 8*)

Standards are NOT. . .

- Instructional strategies
- Choices in literature
- Programmatic designs
- Curriculum

(page 14)

To whom do standards apply?

All!

ALL MEANS ALL!

Does “all mean all” in your district?
What would you look for to know?



Why were the standards revised?

- New demands for being literate
- “Advanced literacies”
- 2015 legislative requirement



There are other important messages

***“Introduction to the New York State Next Generation
Early Learning Standards”***

by Zoila Morell

Standards represent a belief that equitable outcomes among diverse populations are possible when we focus our instruction and programming on who children are and what they need.

Page 1

Rather than prescribe a lockstep progression of lessons or curricula for all children in all settings, the Standards serve to articulate the expectations of what children can learn and do as a result of instruction that is *not* standardized, but is personalized, differentiated, adapted, culturally and linguistically relevant, and context-based.

Page 2

Why are these messages
important?

What **stayed the same** in the revision of the Standards?

- Strands
(Reading, Writing, Listening, Speaking, Language)
- Anchor Standards
- Grade-level/Grade band Standards

What **changes** are described in the Introductions?

Why were these changes made?





Lifelong Practices of Readers and Writers

Pages 2,3,4

The Introductions



What are the key messages?

Merging of Reading for Information and Reading for Literature

Preface page 2



*What are the key
messages?*

Revising the Writing Standards

Preface page 3



Range of Reading and Text Complexity

Introductions, pages 9, 10

***What are the key
messages?***



Early Learning and the Standards

Pages 7-8

***What are the key
messages?***

SO WHAT?

What responses might you expect in your district about these changes?

More key messages!

**Go to pages
14 – 16**

***Guidance (and Additional Guidance)
for Educators***



Examples of key messages



Use standards to develop or guide curriculum and programs

Standards are often blended and woven.

Language skills are necessary for success

Standards address inquiry, research, critical thinking, and problem solving

Standards include references to digital media.

Texts are more than print material

The Next Generation ELA Standards include:

APPENDIX A: Pages 94-98

**Conventions of Academic English
Language for Learning: Grade Band Skills**

APPENDIX B: Pages 99-101

**Glossary of terms used with the Next Generation
English Arts Learning Standards (2017)
Pages 99-101**

TOPIC BRIEFS by Nonie Lesaux and Emily Galloway

1. **Advanced Literacies for Academic Success**
2. **What Goes Into Effective Reading Comprehension**
3. **Hallmark One : Engaging, Content-rich Texts**
4. **Hallmark Two: Classroom Discussion**
5. **Hallmark Three: Building Written Language**
6. **Hallmark Four: Academic Vocabulary and Language**
7. **Spotlight on Interactive Units of Study**
8. **Spotlight on Language Production Projects**

**Where do I
find these?**

Topic Briefs (Lesaux and Galloway)

GO TO: www.nysed.gov
Click on



Go to “Previous Conferences”
November 30, 2017 or March 28, 2018

A Series of Topic Briefs Produced for the
New York State Education Department
by Nonie Lesaux and Emily Galloway

- ☰ Next Generation Learning Standards
- English Language Arts Learning Standards ▶
- Mathematics Learning Standards ▶
- Roadmap and Implementation Timeline
- Early Learning Task Force
- Supporting All Students Conferences ▶

CLICK →

WHAT
SHOULD
WE DO?

ONE OPTION



Or ...

**Start with the
introductions!**

Why?

SMALL ACTIONS

=

BIG CHANGES



**What small
moves will
YOU make?**

Final check . . .



How did you do?

1. Where are the resources for introducing the Next Generation ELA Standards?
2. What are standards?
To whom do standards apply?
Why were the standards revised?
What stayed the same?
What significant changes were made?
Why were these changes made?
3. Why should you consider starting a rollout of the standards with “the introductions”?
4. What are some actions that we can/should consider in our district?



Thank you!
Dawn and Michelle