



Turnkey Guidance for *A Guide for Aligning Local Curricula to the Next Generation English Language Arts Learning Standards*

Goal: to facilitate the use of the Curriculum Alignment Guide, a resource created by a committee of New York State educators to support school districts and educators in their aligning of new and existing curriculum with the Next Generation ELA Learning Standards.

Objectives:

- Support alignment of new and existing curricula with the Next Generation English Language Arts Learning Standards
- Reflect upon a process for designing standards-based curricula
- Introduce important revisions
- Share curricular resources for implementing the Next Generation Learning Standards
- Facilitate conversation about curricular decisions

Materials Needed:

- [Guide to Aligning Curriculum to the Next Generation English Language Arts Learning Standards PDF](#)
- [A PowerPoint Presentation: Understanding the Guide for Aligning Local Curricula to the Next Generation English Language Arts Standards](#)
- Handouts:
 - [The Core Elements alignment log](#) (one for each participant)
 - [The remaining five alignments logs](#) (one copy for each participant in groups of five)
 - Worksheet: [Practicing with the Indicators Alignment Guide](#)

Instructions:

Prior to the presentation, share with participants a copy of the Guide to Aligning Curricula to the Next Generation English Language Arts Standards PDF. Ask participants to review the Guide prior to the presentation.

For the presentation, use the *Understanding the Guide to Aligning Curricula* PowerPoint. Instructions pertaining to each slide of the PowerPoint are included below in two different font types: bold and italics. The **bold type** are instructions for the presenter; the *italics type* provides the suggested script to be read aloud at each slide. This script may be modified to meet the needs of participants.

STOP 1: Introduction

Introduce the topic and share the intended goal and objectives.

Begin PowerPoint Slide.

Slide 1 & 2: **Welcome the participants and review the goal and objectives.**

Slide 3: **Read slide and emphasize that the tool is optional.**

STOP 2: Standards and Curriculum



Slide 4: *This slide depicts the timeline of the implementation of the Next Generation ELA Learning Standards. The timeline is a three-phase process, and the Curriculum Alignment Guide was introduced for the second phase, Building Capacity. In the Building Capacity Phase, educators focus on the integration of the Next Generation ELA Learning Standards into curriculum, instruction, and assessment design.*

Slide 5: *Included here are some of the key revisions from the Common Core Standards to the Next Generation Learning Standards. Take a moment to read through the slide. **Allow participants some time to read the slide and consider the revisions.***

Slide 6: *This slide provides recommended practices and suggestions for developing standards-based curricula. Please take a moment to consider the practices and suggestions.*

Slide 7: *Here is an illustration of the relationship between standards, curriculum, instruction, and assessment within the instructional cycle. This illustration serves as the context for the development of a standards-based curriculum.*

Now that you have completed the first two stops, ask participants to consider where they are in the standards alignment process, then provide time for participants to discuss, with partners, where they are and where they need to go.

STOP 3: Alignment Guide Introduction

Before proceeding, ask participants to consider the question “what are some elements of a standards-based curriculum?” Collect participants’ thinking (ask several participants to share their thoughts with the group, stop and jot on sticky notes to be posted, etc.).

Slide 8: **Introduce the Curriculum Guide.** *The Curriculum Alignment Guide includes three sections: a Purpose and then two main Parts. The purpose details the role of the guide. Part I provides an overview of the major standards revisions as well as available resources, and Part II includes a reflection rubric for aligning curriculum.*

Slide 9: *When the Next Generation Learning Standards were adopted, a very common question educators had was whether the Engage NY modules would be modified and aligned to the new standards. The modules will NOT be updated; however, they will continue to be available to educators and districts who choose to use them as a resource. The Alignment Guide can be used to align any curricula—new or existing—to the Next Generation ELA Learning Standards.*

Slide 10: *Part I of this guide provides an overview of the Next Generation ELA Learning Standards, and includes changes from the 2011 ELA Standards, the application of standards to all students (including English Language Learners/Multilingual Learners and students with disabilities), and educator resources for understanding and implementing the standards. The next few slides will provide a deeper look into these.*

Slide 11: *This following quote is from the Standards Introduction document: “Today’s students need to develop an increasingly complex set of literacy skills and competencies in order to access social and economic opportunities. The need to promote advanced literacies among all students comes at a time when the system is already charged with building up*



language skills among the increasingly diverse population.” The changing expectations for literacy achievement was a major context for the revision of the standards. An important precept embedded within the standards is that all students—including students with disabilities and ELL/MLLs—can achieve high standards of academic performance. The Key Messages on this slide are necessary considerations for a standards-based curriculum. Please take a moment to read and consider these Key Messages. **Give participants time to read and think about the implications of the Key Messages.**

Slide 12: *Part I of the alignment guide provides an overview of a significant addition to the standards, the Lifelong Practices of Readers and Writers. Any revisions and refinements districts make to curriculum and resources in the coming years should be selected to bring these practices to life for all students.*

Instruct participants to break into pairs or small groups.

Take a few moments to consider the questions on the slide and brainstorm some solutions with a partner.

Give groups three-to-five minutes to discuss the questions on the slide, then ask for a few groups to share out.

Slide 13: *Part I of the alignment guide also provides guidance for estimating text complexity. The diagram you see provides considerations in the form of questions about many aspects of text complexity.*

Once again, instruct participants to discuss the questions on the slide with their partner(s), give them three-to-five minutes to discuss, then have a few share what they discussed.

Slide 14: *There are many resources available to support implementation of the Next Generation ELA Standards. Part I of the alignment guide provides a description and links to many of these resources, including the Crosswalks (a side-by-side comparison of the 2011 standards and the Next Generation Standards), the Advanced Literacy Briefs, and the Blueprint for Improved Results for Students with Disabilities.*

This is the end of Stop 3. Ask participants to revisit the question at the beginning of Stop 3: “what are some elements of a standards-based curriculum?” Collect participants’ additional thoughts following their discussions from this Stop.

STOP 4: Part II and Indicator Alignment Logs

Slide 15: *Part II of this guide includes reviewing local processes for curriculum adoption, alignment, or development. Curriculum decisions are made locally. Teachers, school districts, and BOCES are encouraged to work together to create a standards-based curriculum that meets the needs of all students. If collaboration is not possible, periodic conversations with colleagues about observations, questions, and concerns about curriculum and instruction benefit all educators.*

Slide 16: *The New York State Education Department (NYSED) developed a series of eight topic briefs to aid New York State educators in implementing Advanced Literacy instruction into curriculum. Advanced Literacies, which refer to “the skills and*



competencies that enable communication, spoken and written, in increasingly diverse ways and with increasingly diverse audiences,” were an important backdrop in the revision of the standards. The figure on this slide is from Brief 7: Spotlight on Instructional Units of Study, and highlights the importance of organizing lessons within a knowledge-building cycle and provides several key components of an instructional unit.

Briefly walk through the components and describe each one.

Slide 17: *To assist with the development of local curriculum, the NYS Education Department has taken some of the key hallmarks from the literacy briefs and created the NYS Curriculum Alignment Reflection Tool for Next Generation English Language Arts (ELA) Units. On this slide are the major parts of the reflection tool, including the Rationale and Standards & Assessment Summary, and the six Indicators Alignment Logs.*

Slide 18: *The six Indicators Alignment Logs represent best practices informed by research, the Advanced Literacies, and standards instruction. The logs are separated into six categories: Core Elements, Supporting All Students, Engaging and Content Rich Texts, Building Written Language, Academic Vocabulary, and Classroom Discussion.*

Slide 19: **Using their handouts, walk participants through the completed entry on the Core Elements Curriculum Review Document.**

Slide 20: **Have participants break into small groups and practice building an understanding of one indicator from the Core Elements log using the template provided. Have groups share out.**

Slide 21: **Instruct participants to group based on the alignment log they received, then repeat the steps from slide 20. Allow 5-7 minutes.**

Instruct participants to now form a mixed group (ideally, a group of 5 with one person having reviewed each alignment log: *Supporting All Students, Engaging and Content Rich Texts, Building Written Language, Academic Vocabulary, and Classroom Discussion*). Allow time for participants to describe the particulars of the alignment log they reviewed and their responses to the prompts with their small group. Allow enough time for each group member to report out.

STOP 5: Final Review and thoughts

Slide 22: **Ask the group to consider next steps for curriculum development and share ideas for using the guide.**

Take questions from the whole group and ask for final thoughts.

Slide 23: *Please visit the Next Generation Learning Standards webpage. Any questions regarding the Curriculum Alignment Guide or other standards questions can be directed to David Coffey and/or Catherine Coons at the emails shown.*