The Introductions for English Language Arts

November 30, 2017

with

Dawn Shannon and Michelle Bulla
Welcome!
Introductions!
ELA and Mathematics
Standards Review Committee

We have been part of the review process!
NYSED Standards/Assessment Timeline (2017-2021)

- **September 2017**: Adoption of Next Generation Learning Standards
- **2017-2018 School Year**: New two-day 3-8 assessments measuring the P-12 CCLS standards; professional development on Next Generation Standards
- **2018-2019 School Year**: Two-day 3-8 assessments measuring the P-12 CCLS standards; professional development continuing on Next Generation Standards
- **2019-2020 School Year**: Two-day 3-8 assessments measuring the P-12 CCLS standards; professional development continuing on Next Generation Standards
- **September 2020**: Full implementation of the Next Generation Standards
- **Spring 2021**: New assessments (3-8) measuring Next Gen Standards.
## Outcomes and Questions

<table>
<thead>
<tr>
<th>Outcomes: At the end of this session, you will. .</th>
<th>Questions that you will answer</th>
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<tbody>
<tr>
<td>1. Define key messages that are imbedded in the introductions</td>
<td>1. What are standards?</td>
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<tr>
<td>2. Explain why starting a rollout of the standards with introductions is important.</td>
<td>2. To whom do standards apply?</td>
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<tr>
<td>3. Describe actions that you can consider in your district as you begin to roll out the standards.</td>
<td>3. Why were the standards revised?</td>
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<td>4. What was involved in the revisions process?</td>
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<td>5. What stayed in the revision of the standards?</td>
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<td>6. What are some actions that we can/should consider in our district?</td>
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Where do I find the Next Generation ELA Standards and the Introductions?
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
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!
Create a team of 3

Count off from 1-3

What are the 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?
| # 1: How are “standards” defined in the introduction? | Introduction  
- Page 1  
- Page 8  
- Page 12  
Early Learning Introduction  
- Page 1 |
| --- | --- |
| #2: To whom do the standards apply? | Introduction  
- Page 5: ELL/MLL  
- Pages 5 – 7: SWD  
- Pages 7, 8: Early Learning |
| # 3: Why were the standards revised? | Preface:  
- Pages 1, 2  
Introduction  
- Pages 1,2  
Context  
Advanced Literacy |

**Step 1 of the Jigsaw:**

Skim/Scan the assigned sections of the Preface and Introductions. Define the main idea and prepare to explain it to your team members.
Step 2: AT THE SIGNAL
JOIN 1 or 2 people who have the same number as you do
Agree on the main idea/key message

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?
Introduction:
Early Learning Standards

What are the key messages?
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.

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

Standards include references to digital media.

Texts are more than print material
WHAT SHOULD I DO?

ONE OPTION

TO-DO LIST

N O T H I N G
Or ...
Start with the
introductions!
Why?
What small moves will YOU make?
## Outcomes/Questions

### Outcomes:
At the end of this session, you will...

1. Define key messages that are imbedded in the introductions
2. Explain why starting a rollout of the standards with introductions is important.
3. Describe actions that you can consider in your district as you begin to roll out the standards.

### Questions that you will answer

1. What are standards?
2. To whom do standards apply?
3. Why were the standards revised?
4. What was involved in the revisions process?
5. What stayed in the revision of the standards?
   - What significant changes were made?
   - Why were these changes made?
6. What are some actions that we can/should consider in our district?

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How did you do?
Thank you!
Dawn and Michelle