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

<table>
<thead>
<tr>
<th>At the end of this session, you will. .</th>
<th>Questions that you will answer</th>
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</thead>
<tbody>
<tr>
<td>1. Describe where to find key resources for introducing the Next Generation ELA Standards.</td>
<td>1. Where are the resources for introducing the Next Generation ELA Standards?</td>
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</table>
| 2. Define key messages that are included in the introductions | 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. Explain why starting a rollout of the standards with introductions is important. | 3. Why should you consider starting a rollout of the standards with “the introductions”? |
| 4. Describe actions that you can consider in your district as you begin to roll out the standards. | 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!
Where do I find the Next Generation ELA Standards and the Introductions?
Go to:
Password
Go to: www.nysed.gov
Click on

NYS Next Generation
LEARNING STANDARDS

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

Next Generation
Learning Standards

- English Language Arts Learning Standards
- Mathematics Learning Standards
- Roadmap and Implementation Timeline
- Early Learning Task Force
- Supporting All Students Conferences
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? | • Page 1  
• Page 8  
• Page 12 and 14 |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Standards ARE and Standards are NOT...</td>
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| #2: To whom do the standards apply?                 | • Page 5: ELL/MLL  
• Pages 5 – 7: SWD  
• Pages 7, 8: Early Learning |
|-----------------------------------------------------|--------------------------------------------------|

<table>
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<tr>
<th># 3: Why were the standards revised?</th>
<th>• Pages 1 &amp;2: Advanced Literacy</th>
</tr>
</thead>
</table>

**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?
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.
  * 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?
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

CLICK

Topic Briefs (Lesaux and Gallaway)
ONE OPTION
Or ...
Start with the introductions!

Why?
What small moves will YOU make?

SMALL ACTIONS = BIG CHANGES
Final check . . .

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