The Introductions for English Language Arts

March 28, 2018

with
Dawn Shannon and Ani Rosario
Welcome!
Introductions!
What parts of the state do we represent?

Who are we?
- Teachers
- Principals
- Central Office
- BOCES
- SCDN
- Members of Standards Review Team
- SED
• 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>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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<td>6. What are some actions that we can/should consider in our district?</td>
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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:
NextGenCon
No password required
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?
<table>
<thead>
<tr>
<th># 1: How are “standards” defined in the introduction?</th>
<th>Introduction</th>
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<tbody>
<tr>
<td></td>
<td>• Page 1</td>
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<td>• Page 8</td>
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<td>• Page 12</td>
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<tr>
<td>Early Learning Introduction</td>
<td>• Page 1</td>
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<thead>
<tr>
<th>#2: To whom do the standards apply?</th>
<th>Introduction</th>
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<tr>
<td></td>
<td>• Page 5: ELL/MLL</td>
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<td></td>
<td>• Pages 5 – 7: SWD</td>
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<td>• Pages 7, 8: Early Learning</td>
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<tr>
<th># 3: Why were the standards revised?</th>
<th>Preface:</th>
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<tbody>
<tr>
<td></td>
<td>• Pages 1, 2</td>
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<td>Introduction</td>
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<tr>
<td></td>
<td>• Pages 1,2</td>
</tr>
<tr>
<td></td>
<td>Advanced Literacy</td>
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</table>

Step 1 of the Jigsaw: INDIVIDUALLY

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 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

“Itroduction 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 include references to digital media.
- Texts are more than print material

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

Pages 94-98
APPENDIX A
Conventions of Academic English/Language for Learning: Grade Band Skills

Pages 99-101
Appendix B:
Glossary of terms used with the Next Generation English Language Arts Learning Standards (2017)
Linguistically Diverse Learners and the NYS Next Generation P-12 Learning Standards

A Series of Topic Briefs Produced for the New York State Education Department by Nonie K. Lesaux, PhD & Emily Phillips Galloway, EdD

The New York State Education Department (NYSED) is pleased to present to you a series of eight topic briefs produced for NYSED by Nonie K. Lesaux, PhD from Harvard University & Emily Phillips Galloway, EdD from Vanderbilt University. These briefs are designed to aid New York State educators in implementing the NYS Next Generation Learning Standards; complement and support the Next Generation Standards and related documents; offer an expansion and deeper explanation of concepts embedded in the Standards, Introduction, and Preface; and provide additional guidance to the field particularly in settings serving linguistically diverse learners.

- Topic Brief One: Advanced Literacies for Academic Success
- Topic Brief Two: What Goes Into Effective Reading Comprehension
- Topic Brief Three: Hallmark One of Advanced Literacies Instruction: Engaging, Content-rich Texts
- Topic Brief Four: Hallmark Two of Advanced Literacies Instruction: Classroom Discussion
- Topic Brief Five: Hallmark Three of Advanced Literacies Instruction: Building Written Language
- Topic Brief Six: Hallmark Four of Advanced Literacies Instruction: Academic Vocabulary and Language
- Topic Brief Seven: Advanced Literacies Instruction: Spotlight on Interactive Units of Study
- Topic Brief Eight: Spotlight on Language Production Projects
GO TO: www.nysed.gov
Click on

NYS Next Generation
LEARNING STANDARDS

Go to “Previous Conference”
(November 30, 2017)

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)

Next Generation
Learning Standards

English Language Arts Learning Standards

Mathematics Learning Standards

Roadmap and Implementation Timeline

Early Learning Task Force

Supporting All Students Conferences
ONE OPTION

WHAT SHOULD I DO?
Or ...
Start with the introductions!
Why?
What small moves will YOU make?

SMALL ACTIONS

==

BIG CHANGES
### Outcomes/Questions

#### Outcomes:

At the end of this session, you will:

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Thank you!
Dawn and Ani