

The Introductions for English Language Arts

March 28, 2018

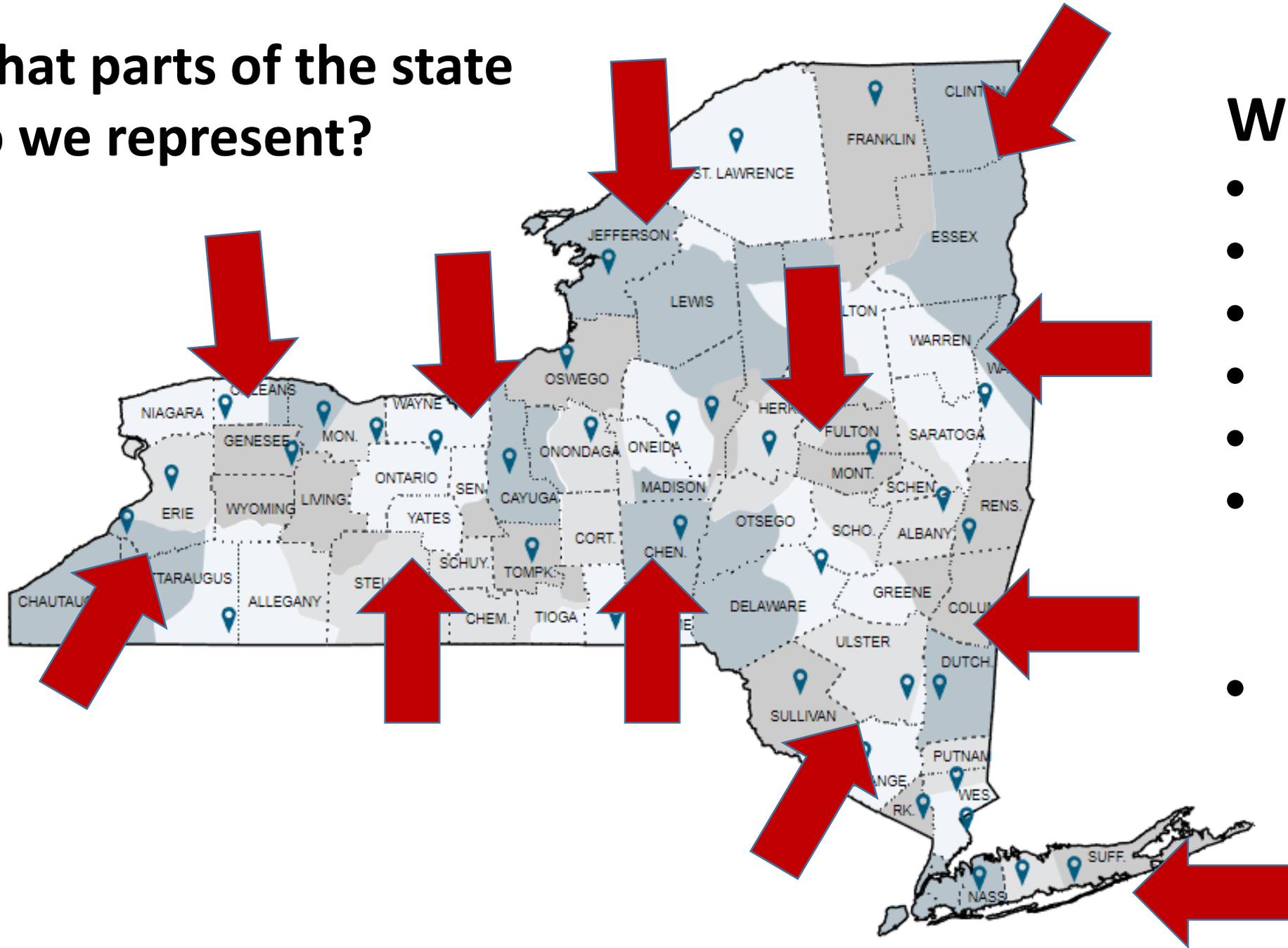
with

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

Outcomes: At the end of this session, you will. .	Questions that you will answer
<ol style="list-style-type: none">1. Define key messages that are imbedded in the introductions2. 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.	<ol style="list-style-type: none">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?

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:

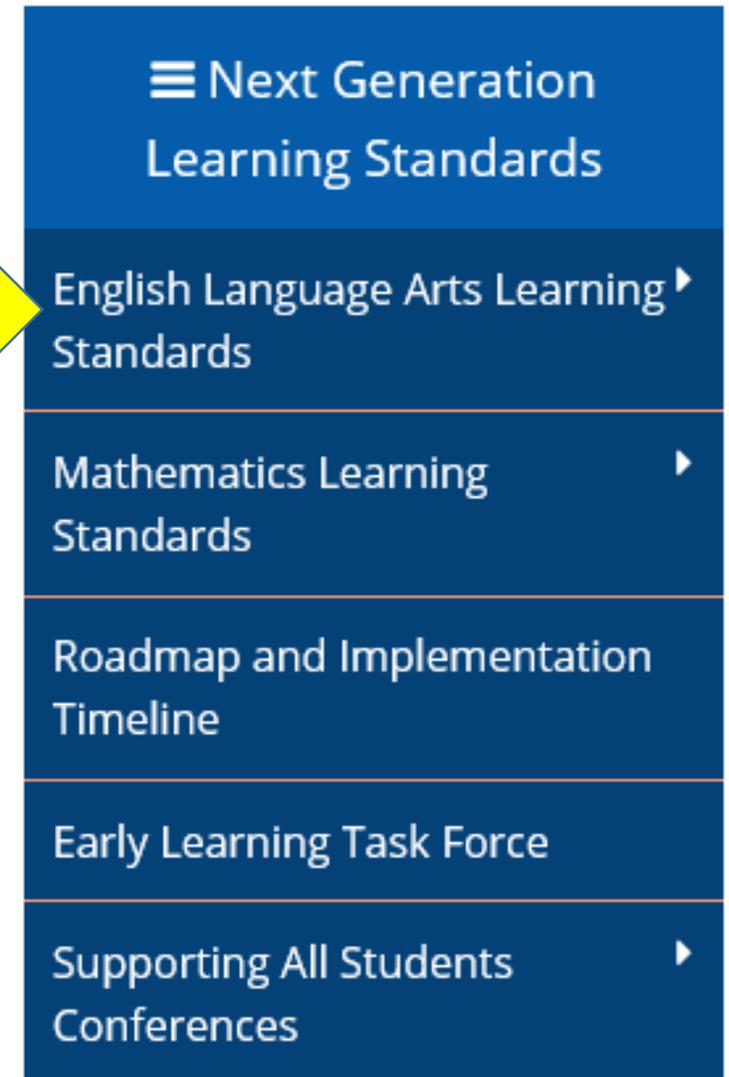
NextGenCon

No password required



Wi-Fi

Go to: www.nysed.gov
Click on

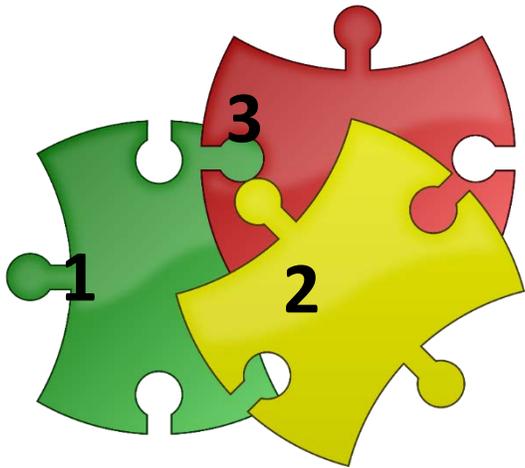


Preface and Introductory Documents:

- [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. . .)

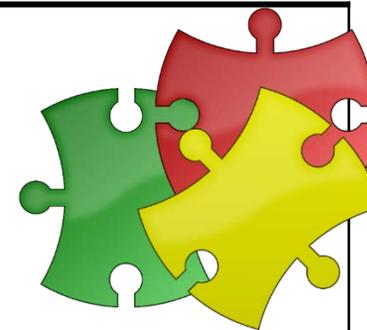
#2: To whom do the standards apply?

3: Why were the standards revised?

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

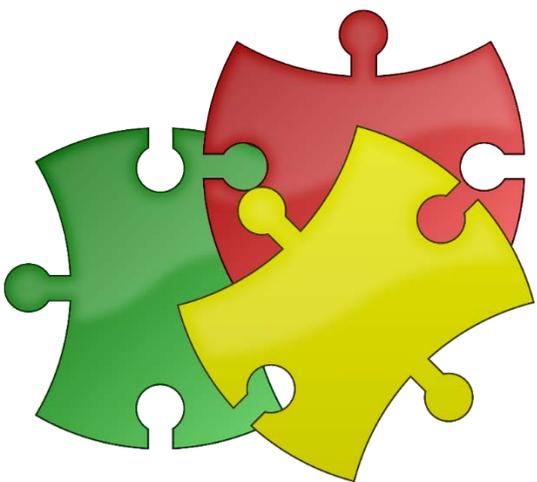
Introduction

- Pages 1,2 Advanced Literacy

**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

***“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

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.

Standards include references to digital media.

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



Texts are more than print material

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)

Resources

TOPIC BRIEFS by Nonie Lesaux and Emily Galloway

Where do I
find these?

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](#)

Topic Briefs (Lesaux and Galloway)

GO TO: www.nysed.gov
Click on



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

- ☰ 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
I DO?

ONE OPTION



Or ...

**Start with the
introductions!**

Why?

SMALL ACTIONS

=

BIG CHANGES



**What small
moves will
YOU make?**

Outcomes/Questions



How did you do?

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

Questions that you will answer

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Thank you!
Dawn and Ani