New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

Turnkey Guidance for Let Me Introduce Myself: The Next Generation English Language Arts Learning Standards Introduction

Goal: To provide educators with essential questions and discussion points to guide upcoming work with regards to supporting all student populations while transitioning to the NYS Next Generation English Language Arts Learning Standards.

Materials Needed:
- Next Generation English Language Arts (ELA) Learning Standards Introduction
- Next Generation Introduction to the Early Learning Standards
- Next Generation ELA Standards from desired grade level(s)

Instructions:
- Prior to the presentation, send attendees copies of the ELA Learning Standards Introduction and the grade level standards you will be using. Have everyone read the materials and bring copies (or a digital version) to the presentation.
- Included below are notes for each of the stops along the way, as well as links to resources that delve further into each topic.

STOP 1: INTRODUCTION TO THE STANDARDS

The introduction to the standards is essential to the contextualization and understanding of the standards, how they are organized, and how they are to be applied at each grade level. This stop is intended to introduce participants to the introductions while questioning the role and purpose of standards.

Have educators open the introduction section of the standards and read through to answer the following questions:
1. How are the standards defined in the introduction?

2. To whom do the standards apply?

3. Why were the standards revised?

4. BONUS: Can you find what standards are NOT? (page 14, instructional strategies, choices in literature, programmatic design, curriculum.)

*Refer to The Introductions for English Language Arts presentation from the Supporting All Students Conference for further assistance with the Introduction section.

STOP 2: STRUCTURE

After reading through the introductions, answer these questions about major topics and structures in the standards:

1. What stayed the same?
(strands, anchor standards, grade level/band-level standards)

2. What changes are described in the introduction?
   - Lifelong Practices of Readers and Writers
   - Merging of Reading for Information and Reading for Literature
   - Revising Writing standards
   - Range of Reading and Text Complexity

*Refer to these presentations ([An Overview of the Next Generation English Language Arts Learning Standards](#) and [The Introductions for English Language Arts](#))from the Supporting All Students Conference for further assistance with the Introduction section.

STOP 3: RANGE OF READING AND TEXT COMPLEXITY

Have participants choose a grade level from the standards.

Utilize the information on Range of Reading and Text Complexity ([Introduction, pages 10-11](#)) and the Grade Level Introduction (i.e. [Grade 2, pages 35-36](#)) and consider the following questions:

1. What processes would you use to determine that grade level complexity is appropriate to your grade or band?

2. What grade level specific strategies could you use in the classroom to be consistent with the Range of Student Reading expectations?

3. What instructional practices could you use to guide students with different reading needs in the same classroom?

STOP 4: LIFELONG PRACTICES OF READERS AND WRITERS

Read the Lifelong Practices of Readers and Writers (in the [Introduction, pages 3-4](#), and in the [standards, page 8](#)).

Partner up with someone, or work in a small group, and discuss:

1. What did you observe about the practices?

2. Which practices do you regularly see at school? Which are new?

Select one practice and share with your partner or small group:

3. What might this practice look like in the classroom? What evidence can you look for to see that this practice is happening?

*Refer to the Lifelong Practices of Readers and Writers presentation from the Supporting All Students Conference for further assistance with the Lifelong Practices of Readers and Writers section.

STOP 5: SUPPORTING ALL STUDENTS

Choose and read a grade level introduction and answer the following questions:

1. How can you best support the needs of ELL/MLL learners in your classroom?

2. How can you best support the needs of students with disabilities in your classroom?

3. Identify a new or revised standard that would call for an instructional change in your classroom instruction and explain how you would modify your instruction. If necessary, use the Crosswalk Documents to support this process.

*Reference the Blueprint for Improve Results for Students with Disabilities and the Blueprint for English Language Learner Success for additional support for differently-abled and multilingual students.