

Next Generation ELA Learning Standards Resources Review

November 16, 2021



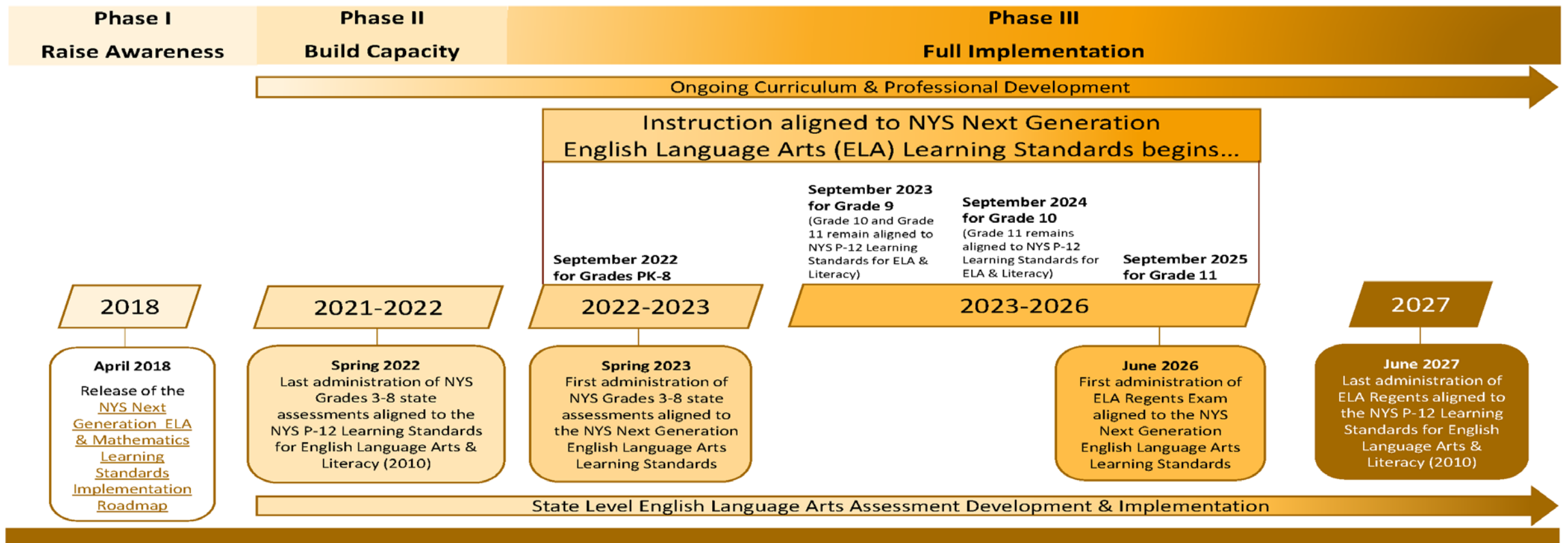
Dave Coffey

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Next Generation ELA Learning Standards Implementation Timeline

Revised April 2021

New York State Next Generation English Language Arts (ELA) Learning Standards Instruction and Assessment Implementation Timeline



ELA Next Gen Resources Website

Supporting
Resources



Curriculum and Instruction

Next Generation Learning Standards

- English Language Arts Learning Standards
- Mathematics Learning Standards
- Roadmap and Implementation Timeline
- Early Learning Task Force
- Supporting All Students Conferences
- Professional Development Toolkits
- NYS Next Generation Roadmap Spotlight
- Grades 3-8 Mathematics Post-test Standard Recommendations
- Supporting All Students: Scaffolding Instruction of ELA and Math
- Next Generation Learning Standards: Parent Resources

Additional Resources

- Awards and Scholarships
- General Education and Diploma Requirements
- Multiple Pathways
- Teacher Centers
- Contact Us

New York State Next Generation English Language Arts Learning Standards

Introduction

In 2015, New York State (NYS) began a process of review and revision of its current [English Language Arts \(ELA\) Learning Standards](#) adopted in January 2011. The New York State Next Generation English Language Arts Learning Standards (Revised 2017) were developed through numerous phases of public comment as well as virtual and face-to-face meetings with committees consisting of NYS educators, teachers of English Language Learners/Multilingual Learners and Students with Disabilities, parents, curriculum specialists, school administrators, college professors, and experts in cognitive research. These revised standards reflect the collaborative efforts and expertise among all constituents involved.

The New York State Next Generation English Language Arts Learning Standards (Revised 2017) consist of revisions, additions, deletions, vertical movement, and distributions of the current English Language Arts Standards. They are defined as the knowledge, skills, and understanding that individuals can and do habitually demonstrate over time when exposed to high-quality instructional environments and learning experiences.

To compare the changes between the 2011 New York State P-12 Common Core Learning Standards and the 2017 Next Generation Learning Standards view the [ELA Learning Standards Crosswalks](#).

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](#)

Revised Learning Standards Documents:

The new revised learning standards for English Language Arts are available at the links below:

- [New York State Next Generation English Language Arts Learning Standards](#)
- [New York State Next Generation Grades 6-12 Learning Standards for Literacy](#)
- [Next Generation English Language Arts Learning Standards: Frequently Asked Questions](#)
- [Next Generation English Language Arts Learning Standards Glossary of Terms](#)

At a Glance Standards Documents:

The Next Generation ELA Standards at a Glance provide the progression of standards across grade levels (PK-2, 3-5, 6-8, 9-12). The New York State Education Department created these documents to support curriculum development and instructional design, as well as to increase stakeholders' knowledge of the NYS Next Generation Learning Standards. Educators and families can efficiently view the standards that precede and follow a particular grade level. The grade-level introductions are easily accessible via the links at the top of the at a glance pages. Please note that each standard's introduction includes the range of reading experiences and text complexity expectations for that particular grade. Users are strongly encouraged to familiarize themselves with these documents prior to reading the [Next Generation ELA Standards at a Glance](#).

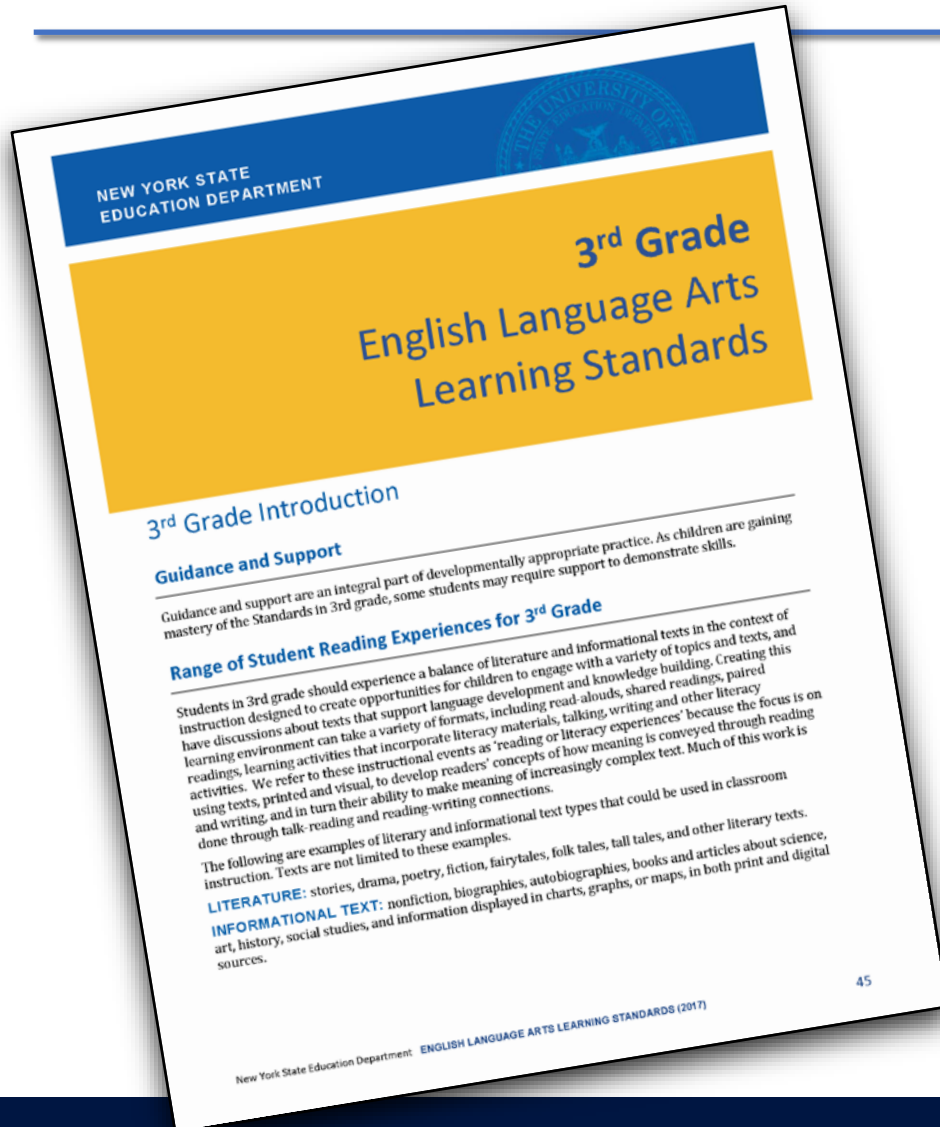
- [PK-2 Next Generation ELA Standards at a Glance](#)
- [3-5 Next Generation ELA Standards at a Glance](#)
- [6-8 Next Generation ELA Standards at a Glance](#)
- [9-12 Next Generation ELA Standards at a Glance](#)

Introductory
Documents

Standards
Documents

At a Glance
Resource

Grade Level Introductions



Newly included in standards. Includes guidance and support for

- Range of Student Reading Experiences
- Text Complexity Expectations
- English Language Learners
- Students with Disabilities
- Production and Range of Writing

Roadmap Documents

New York State Education Department – New York State Next Generation ELA and Mathematics Learning Standards Implementation Roadmap

NYS NEXT GENERATION ENGLISH LANGUAGE ARTS and MATHEMATICS LEARNING STANDARDS

Phase I: Raise Awareness
Make all education stakeholders aware of the revised standards and the timeline for implementation; highlight areas of impact with respect to current standards, instruction, and assessment. This collaborative phase will help identify the necessary professional development that will occur in Phase II.
Please note: In Spring 2023, the NYS 3-8 assessments will align to the NYS Next Generation Learning Standards. Timelines illustrating the instruction and assessment implementation for grades 3-8 and the high school are available for both math and ELA.

Goal(s)	Key Implementation Activities	Stakeholder Groups *				Action Steps Taken (To be completed by local districts)
		NYSED	S/CDN & BOCES	Local School Districts	Other Stakeholder Groups	
Goal 1: Clearly communicate the adoption and the implementation timeline of the Next Generation ELA and Mathematics Learning Standards.	Maintain updated NYSED ELA and Mathematics Curriculum and Instruction website and EngageNY.	✓				
	Conduct conference calls with Statewide Leaders of Professional Associations/Big 5 Districts.	✓				
	Conduct presentations on the implementation timeline at major statewide meetings.	✓	✓			
	Conduct presentations on the implementation timeline at district administrative meetings and/or regional/local level meetings. Share information with administrators and teachers.	✓	✓	✓	✓	
	Utilize electronic communication and social media to inform stakeholders of the timeline for implementation.	✓	✓	✓	✓	

* NYSED, S/CDN, BOCES, Big 5, Districts, professional organizations, NYSUT, NYS Teacher Centers, IHEs, PTA, and others

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The Roadmap provides goals and activities to help educators prepare for and implement the Next Generation Standards. Documents include:

- [A Roadmap FAQ](#)
- [A PDF Roadmap](#)
- [An editable PDF Roadmap](#)
- [A shareable flyer with information and links](#)

ELA NEXT GENERATION CROSSWALKS

Original Standard Code (2011)	2011 ELA Standard	2017 Revised ELA Standard
6-BRH1	Cite specific textual evidence to support analysis of primary and secondary sources.	6-8 RH 1: Cite specific textual evidence to support analysis of primary and secondary sources.
6-BRH2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source from prior knowledge or opinion.	6-8 RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source from prior knowledge or opinion.
6-BRH3	Identify key steps in a text's development or process related to history/social studies (e.g., how a bill becomes law, rates are raised or lowered).	
6-BRH4	Determine the meaning of words and phrases as they are used in a text; analyze the specific choices an author makes in word choice.	
6-BRH5	Describe how a text presents an argument, topic, or issue (e.g., sequentially, comparatively, contrastively).	
6-BRH6	Identify aspects of a text's structure and how they contribute to what the text says and how it is said (e.g., parallelism, repetition, transitions).	
6-BRH7	Integrate visual information (e.g., photographs, diagrams, maps, tables) with other information in the text.	
6-BRH8	Distinguish among fact, opinion, and reasoned judgment in a text.	
6-BRH9	Analyze the relationship between a text and its context or issues and/or other texts.	
6-BRH10	By the end of grade 6, students should be able to comprehend history/social studies texts independently and proficiently.	
6-BRST1	Cite specific textual evidence to support analysis of science/technical texts.	

Original Standard Code (2011)	2011 ELA Standard	2017 Revised ELA Standard
4RF1		There is not a grade 4 standard for this concept. Please see preceding grades for more information.
4RF2		There is not a grade 4 standard for this concept. Please see preceding grades for more information.
4RF3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	4RF3: Know and apply grade-level phonics and word analysis skills in decoding words. 4RF3a: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
4RF4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension. 4RF4a: Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings. 4RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
4RI	RI: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	4RI1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RI) 4RI2: Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RI)
4R2	RI: Determine a theme or central idea of a story, drama, or poem from details in the text; summarize the text. RI: Determine the main idea of a text and explain how it is supported by key details; summarize the text.	4R2: Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RI)

- ❑ To compare the changes between the 2011 New York State P-12 Common Core Learning Standards for ELA and the 2017 Next Generation English Language Arts Learning Standards.
- ❑ Created for grades P-12
- ❑ Literacy Crosswalks for grades 6-12



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ELA AT A GLANCE STANDARDS DOCUMENT

- ❑ Designed to show the standards that precede and follow a particular grade level.
- ❑ The grade-level introductions are easily accessible via the links at the top of the “at a glance” pages.



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PK-2 Next Generation ELA Standards at a Glance

PK-2 Reading Standards (Literary and Informational Text)

Review the [PK](#), [K](#), [1st](#), and [2nd](#) grade ELA introductions for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Key Ideas and Details

PK	K	1	2
PKR1: Participate in discussions about a text.	KR1: Develop and answer questions about a text.	1R1: Develop and answer questions about key ideas and details in a text.	2R1: Develop and answer questions to demonstrate an understanding of key ideas and details in a text.
PKR2: Retell stories or share information from a text.	KR2: Retell stories or share key details from a text.	1R2: Identify a main topic or central idea in a text and retell important details.	2R2: Identify a main topic or central idea and retell key details in a text; summarize portions of a text.
PKR3: Develop and answer questions about characters, major events, and pieces of information in a text.	KR3: Identify characters, settings, major events in a story, or pieces of information in a text.	1R3: Describe characters, settings, and major events in a story, or pieces of information in a text.	2R3: In literary texts, describe how characters respond to major events and challenges. In informational texts, describe the connections among ideas, concepts, or a series of events.

Craft and Structure

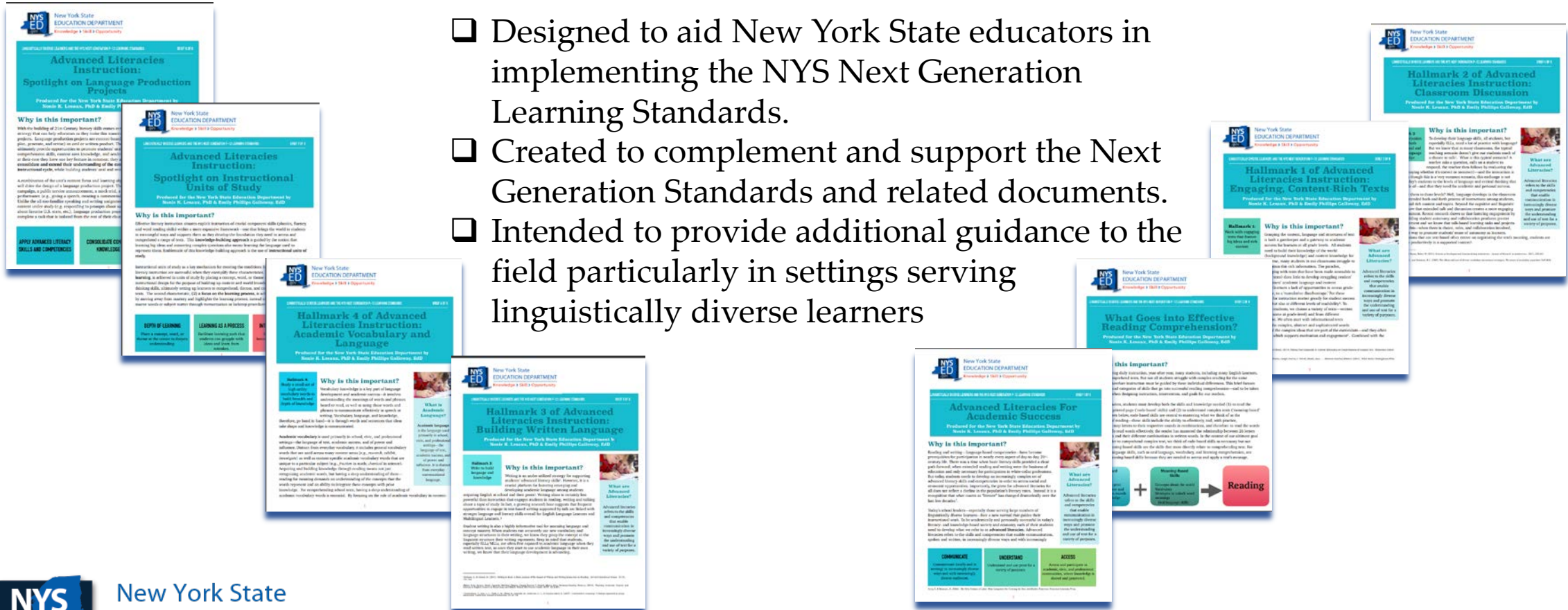
PK	K	1	2
PKR4: Exhibit an interest in learning new vocabulary.	KR4: Identify specific words that express feelings and senses.	1R4: Identify specific words that express feelings and senses.	2R4: Explain how words and phrases in a text suggest feelings and appeal to the senses.
PKR5: Interact with a variety of genres.	KR5: Identify literary and informational texts.	1R5: Identify a variety of genres and explain major differences between literary texts and informational texts.	2R5: Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text.
PKR6: Describe the role of an author and illustrator.	KR6: Name the author and illustrator and define the role of each in presenting the ideas in a text.	1R6: Describe how illustrations and details support the point of view or purpose of the text.	2R6: Identify examples of how illustrations, text features, and details support the point of view or purpose of the text.

Integration of Knowledge and Ideas

PK	K	1	2
PKR7: Describe the relationship between illustrations and the text.	KR7: Describe the relationship between illustrations and the text.	1R7: Use illustrations and details in literary and informational texts to discuss story elements and/or topics.	2R7: Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features.
<i>Begins in Kindergarten</i>	KR8: Identify specific information to support ideas in a text.	1R8: Identify specific information an author or illustrator gives that supports ideas in a text.	2R8: Explain how specific points the author or illustrator makes in a text are supported by relevant reasons.
PKR9: Make connections between self, text, and the world.	KR9: Make connections between self, text, and the world.	1R9: Make connections between self and text (texts and other people/world).	2R9: Make connections between self and text (texts and other people/world).

ADVANCED LITERACY BRIEFS


- ❑ Designed to aid New York State educators in implementing the NYS Next Generation Learning Standards.
- ❑ Created to complement and support the Next Generation Standards and related documents.
- ❑ Intended to provide additional guidance to the field particularly in settings serving linguistically diverse learners



Professional Development Toolkits

Provide prepackaged instructional steps and guidelines for educators and administrators.

Facilitate training on various aspects of the Next Generation Learning Standards.

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Turnkey Guidance for Developing a Standards-Based IEP

Goal: To provide educators with essential questions that will guide the transition to the NYS Next Generation Learning Standards and the development of standards-based IEPs.

Materials needed:

- [The Standards-Based IEP Process PowerPoint Presentation](#)
- [Next Generation English Language Arts \(ELA\) Learning Standards](#)
- [Next Generation Mathematics Learning Standards](#)

Instructions:

- Prior to the presentation, send attendees copies of the materials. Encourage participants to review the materials in advance and bring print/digital copies to the session.
- Instruct participants beforehand to prepare by bringing a learning standard for discussion from their respective grade level from math or ELA.
- Review the PowerPoint prior to presentation and prepare talking points for slides
- After the presentation, share the list of Additional Resources located at the end of this document.

PART 1: KEY PRINCIPLES OF AND STEPS TO CREATE A STANDARDS-BASED IEP

Directions: Refer to the following notes for guidance for each of the following slides. Walk the participants through each slide, then pause after the 11th slide for discussion questions for this section.

Slide 1: Explain the following:
This presentation is a guide for developing an IEP with the incorporation of grade-level standards to help students receive specially designed instruction necessary to access their grade level curriculum. While some of the documents in this presentation, as well as the additional resources, make mention of the 2011 Common Core standards, the guidance is equally applicable to the Next Generation Standards.

Slide 2: Kathy Gomes and Mary Ann White designed this presentation and originally delivered it at the Next Generation Learning Standards Conference in November, 2017.

Slide 3: Provides a definition of a standards-based IEP.

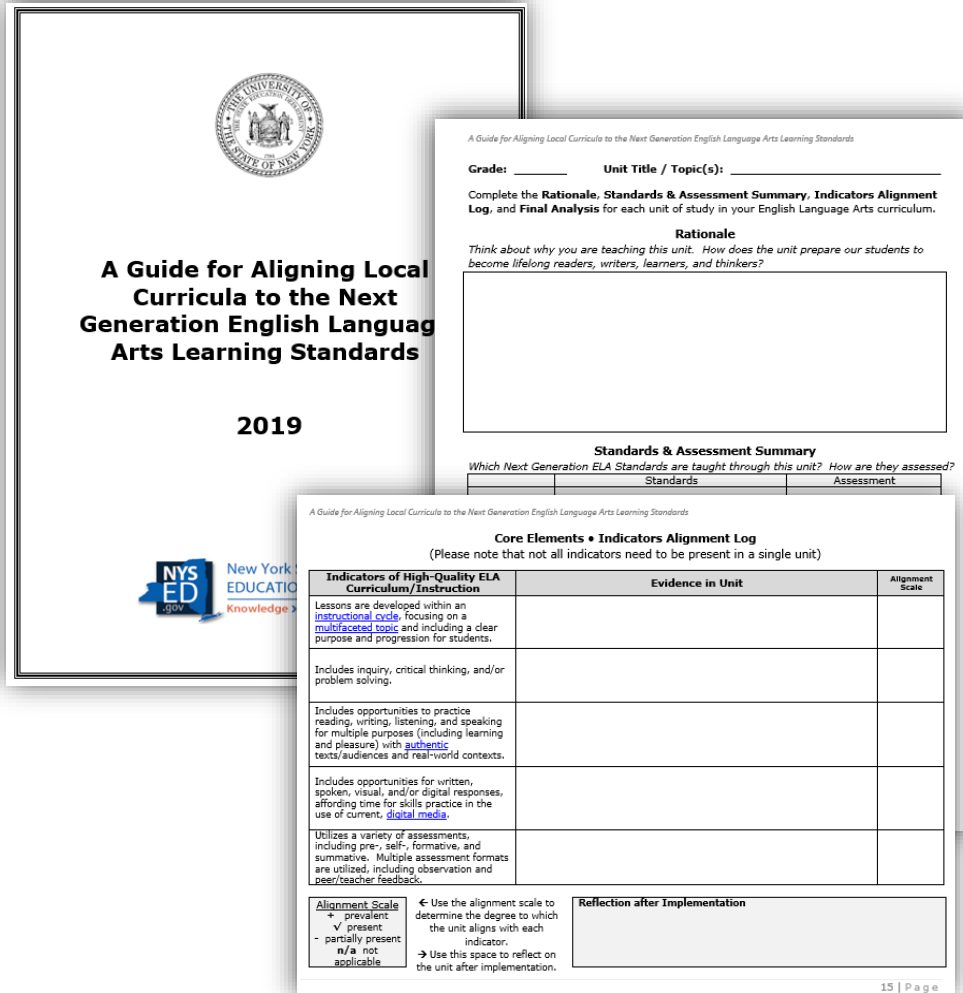
Slide 5: This slide introduces the *Blueprint for Improved Results for Students with Disabilities*. Explain that the blueprints were designed, in consultation with stakeholders, as a statewide framework of expectations to lay the foundation for improved instruction and results for students with disabilities, which includes preschool students with disabilities and school-age students with any of the 13 disability categories of autism, blindness, deafness, deaf-blindness, emotional disabilities, hearing impairment, intellectual disability, orthopedic impairments, multiple disabilities, health impairments, speech and language impairment, traumatic brain injury and visual impairment.

Slide 6: These seven principles, from the Blueprint for Improved Results, follow these essential understandings:

Available for...

- * [Advanced Literacies Briefs Guiding Document](#)
- * [Family Engagement Toolkit for ELL Standards Support](#)
- * [Guide to Aligning Curricula to the Next Generation Learning Standards \(\[ELA\]\(#\) & \[Math\]\(#\)\)](#)
- * [Next Gen Standards Introduction \(\[ELA\]\(#\) & \[Math\]\(#\)\)](#)
- * [Next Gen Math Crosswalk](#)
- * [Next Gen Math Teacher-Support Features](#)
- * [Standards and the Instructional Cycle: a P-3 Resource](#)
- * [Standards-Based IEP Toolkit](#)
- * [Standards, not Standardization: The Early Learning Standards and Diverse Populations](#)

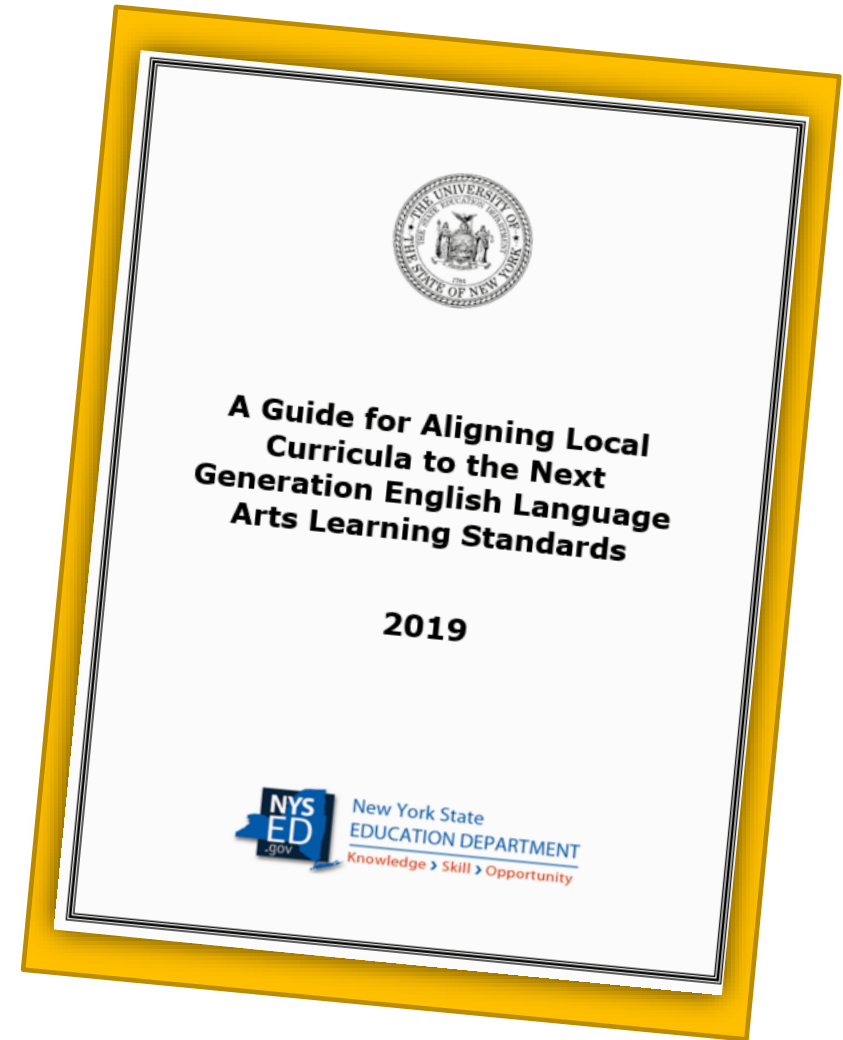
A Guide for Aligning Local Curricula to the Next Generation Learning Standards



- Supports curriculum review or design for alignment to the revised standards
- Includes:
 - Purpose
 - Part I: Learning Standards and Curriculum
 - Overview of the practices
 - Part II: Aligning and Creating Curricular Resources
 - Getting started
 - Determining a curriculum
 - Curriculum Reflection Tool
 - Glossary

Purpose of the Alignment Guide

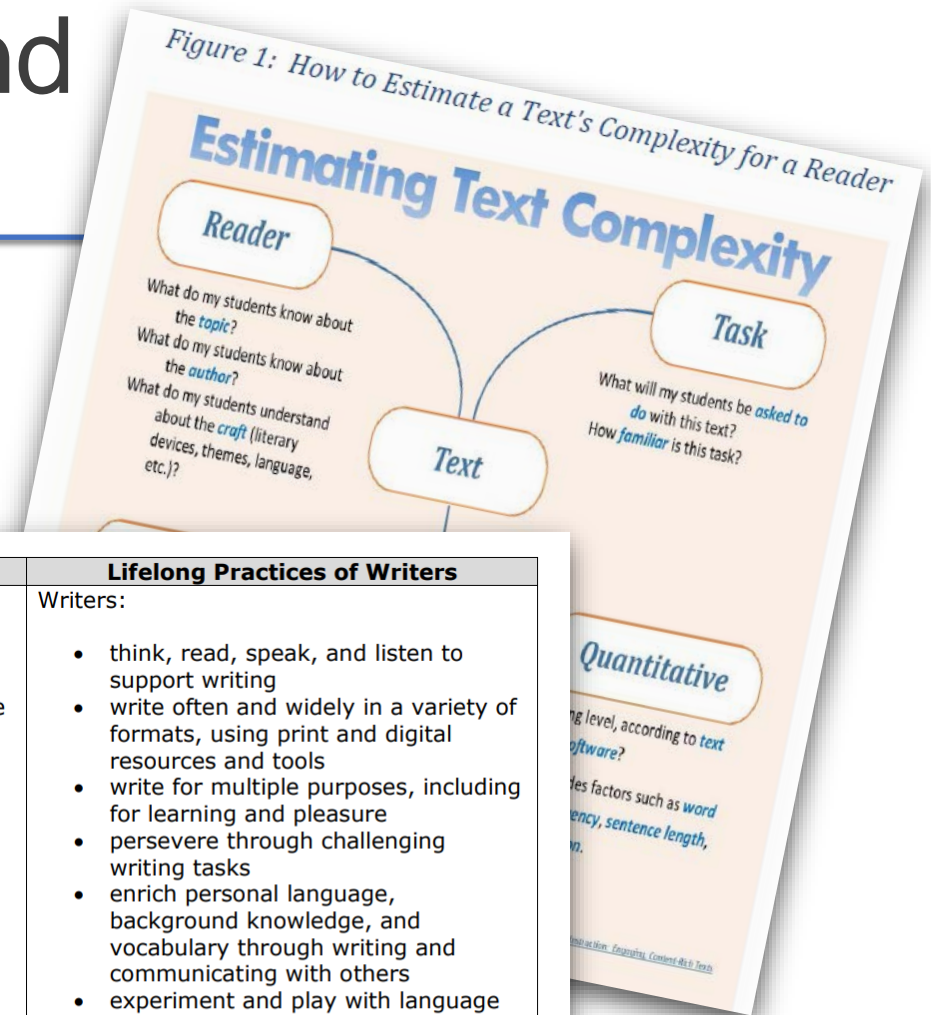
- Supports Implementation of the Next Generation Learning Standards
 - **Optional for Districts**
 - Crafted for Grades 3-12
 - Guidance applies to PK-Grade 2 with modification(s)
- Provides overview of standards revision
- Includes Reflection Rubric for Units



Part I: Learning Standards and Curriculum

- Clarifies terms (standards, curriculum, materials, instruction)
- Provides Next Generation Standards Overview
 - Practices
 - Standards and Diverse Populations
 - Text Complexity
 - Crosswalk
 - Additional Resources

Lifelong Practices of Readers	Lifelong Practices of Writers
Readers: <ul style="list-style-type: none">• think, write, speak, and listen to understand• read often and widely from a range of global and diverse texts• read for multiple purposes, including for learning and for pleasure• self-select texts based on interest• persevere through challenging, complex texts• enrich personal language, background knowledge, and vocabulary through reading and communicating with others• monitor comprehension and apply reading strategies flexibly• make connections (to self, other texts, ideas, cultures, eras, etc.)	Writers: <ul style="list-style-type: none">• think, read, speak, and listen to support writing• write often and widely in a variety of formats, using print and digital resources and tools• write for multiple purposes, including for learning and pleasure• persevere through challenging writing tasks• enrich personal language, background knowledge, and vocabulary through writing and communicating with others• experiment and play with language• analyze mentor texts to enhance writing• strengthen writing by planning, revising, editing, rewriting, or trying a new approach



Components of the Curriculum Alignment Reflection Tool

Grade Level

Unit Title/Topic(s)

Rationale

Standards & Assessment Summary

Indicators Alignment Logs

- Core Elements
- Supporting All Students
- Engaging, Content-Rich Texts
- Building Written Knowledge
- Academic Vocabulary
- Classroom Discussion

Final Analysis

A Guide for Aligning Local Curricula to the Next Generation English Language Arts Learning Standards

Grade: _____ Unit Title / Topic(s): _____

Complete the **Rationale**, **Standards & Assessment Summary**, **Indicators Alignment Log**, and **Final Analysis** for each unit of study in your English Language Arts curriculum.

Rationale

Think about why you are teaching this unit. How does the unit prepare our students to become lifelong readers, writers, learners, and thinkers?

Standards & Assessment Summary

Which Next Generation ELA Standards are taught through this unit?

Standards	Assessment
Reading Standard(s)	
Writing Standard(s)	
Speaking & Listening Standard(s)	
Language Standard(s)	

Note: Standards are in separate rows for planning purposes; however, integrated throughout the unit. While all standards will be addressed to standards will be present in one unit.

A Guide for Aligning Local Curricula to the Next Generation English Language Arts Learning Standards

Core Elements • Indicators Alignment Log

(Please note that not all indicators need to be present in a single unit)

Indicators of High-Quality ELA Curriculum/Instruction	Evidence in Unit	Alignment Scale
Lessons are developed within an instructional cycle, focusing on a multifaceted topic and including a clear purpose and progression for students.		
Includes inquiry, critical thinking, and/or problem solving.		
Includes opportunities to practice reading, writing, listening, and speaking for multiple purposes (including learning and pleasure) with authentic texts/audiences and real-world contexts.		
Includes opportunities for written, spoken, visual, and/or digital responses, affording time for skills practice in the use of current, digital media.		
Utilizes a variety of assessments, including pre-, self-, formative, and summative. Multiple assessment formats are utilized, including observation and peer/teacher feedback.		

Alignment Scale

- + prevalent
- ✓ present
- partially present
- n/a not applicable

← Use the alignment scale to determine the degree to which the unit aligns with each indicator.

→ Use this space to reflect on the unit after implementation.

Reflection after Implementation

Indicator Alignment Logs

Core Elements • Indicators Alignment Log

(Please note that not all indicators need to be present in a single unit)

Indicators of High-Quality ELA Curriculum/Instruction
Lessons are developed within an instructional cycle , focusing on a multifaceted topic and including a clear purpose and progression for students.
Includes inquiry, critical thinking, and/or problem solving.
Includes opportunities to practice reading, writing, listening, and speaking for multiple purposes (including learning and pleasure) with authentic texts/audiences and real-world contexts.
Includes opportunities for written, spoken, visual, and/or digital responses, affording time for skills practice in the use of current, digital media .
Utilizes a variety of assessments, including pre-, self-, formative, and summative. Multiple assessment formats are utilized, including observation and peer/teacher feedback.

Alignment Scale + prevalent ✓ present - partially present n/a not applicable	← Use the alignment scale to determine the degree to which the unit aligns with each indicator. → Use this space to reflect on the unit after implementation.
-------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------

Supporting All Students • Indicators Alignment Log

(Please note that not all indicators need to be present in a single unit)

Indicators of High-Quality ELA Curriculum/Instruction
Classroom and instructional practices are research-based, developmentally appropriate, inclusive, and capitalize on linguistic and cultural diversity.
Classroom and instructional practices are flexible, use scaffolds when appropriate, and promote equal opportunities to learn for all students.
Technology is used to personalize learning and empower students to take responsibility for their own learning.
Adequate time and multiple opportunities are provided for students' mastery of learning processes.
Planned learning environment supports quality interactions and collaboration through flexible grouping and work spaces; encourages utilization of peers as language resources when speaking, reading, and writing.

Alignment Scale + prevalent ✓ present - partially present n/a not applicable	← Use the alignment scale to determine the degree to which the unit aligns with each indicator. → Use this space to reflect on the unit after implementation.
-------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------

Engaging, Content-Rich Texts • Indicators Alignment Log

(Please note that not all indicators need to be present in a single unit)

Indicators of High-Quality ELA Curriculum/Instruction
Multiple, content-rich , high-interest , grade-level, accessible texts are utilized.
Texts feature essential knowledge that students need to answer a 'big' question or idea that guides the unit.
Text selection process considers culturally responsive and relevant texts; texts are available in students' home languages when available and appropriate.
Texts represent a variety of formats (e.g., printed material, speech, graphics, visual art, digital representations, video, and/or other visual and audio depictions of ideas, concepts, and experiences).

Alignment Scale + prevalent ✓ present - partially present n/a not applicable	← Use the alignment scale to determine the degree to which the unit aligns with each indicator. → Use this space to reflect on the unit after implementation.
-------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------

Building Written Language • Indicators Alignment Log

(Please note that not all indicators need to be present in a single unit)

Indicators of High-Quality ELA Curriculum/Instruction
Writing tasks are appropriately challenging and include a variety of formats.
Writing is used as a method for consolidating thinking before and after reading (e.g., summarizing or responding by sharing opinions).
Time is afforded to plan, revise, edit, rewrite, or try a new approach while writing. Writing models/examples are created with and/or analyzed by students.
An extended written piece is produced to demonstrate understanding of content and language.
Opportunities to use oral language and discussion to facilitate the writing process are built into the unit.
Target words , previously taught words, instruction in grammar/mechanics, language structures, and/or strategies for academic language are included in unit.

Alignment Scale + prevalent ✓ present - partially present n/a not applicable	← Use the alignment scale to determine the degree to which the unit aligns with each indicator. → Use this space to reflect on the unit after implementation.
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Academic Vocabulary • Indicators Alignment Log

(Please note that not all indicators need to be present in a single unit)

Indicators of High-Quality ELA Curriculum/Instruction
Multiple formats, methods, and opportunities are utilized to deepen language skills, background knowledge, and academic vocabulary.
Target words (academic vocabulary) and word-learning strategies are taught to aid in and communicate students' understanding of concepts and text.
Differences between the conventions of academic English and features of informal written communication, speech, and electronic communication are emphasized.

Alignment Scale + prevalent ✓ present - partially present n/a not applicable	← Use the alignment scale to determine the degree to which the unit aligns with each indicator. → Use this space to reflect on the unit after implementation.
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Classroom Discussion • Indicators Alignment Log

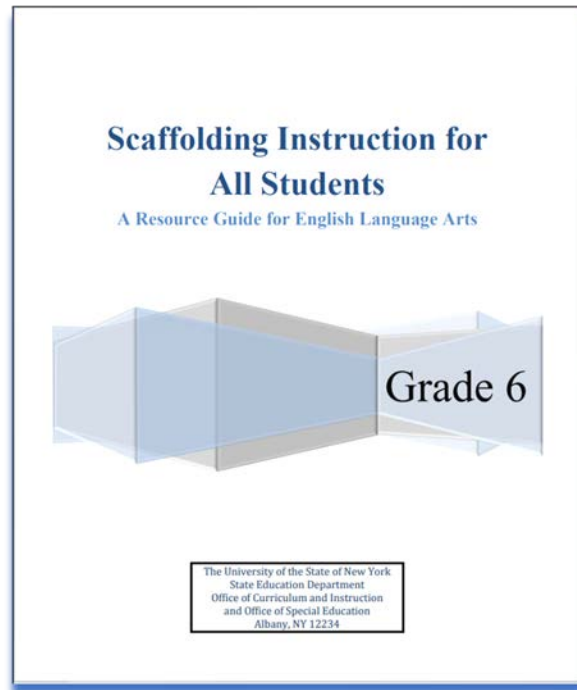
(Please note that not all indicators need to be present in a single unit)

Indicators of High-Quality ELA Curriculum/Instruction	Evidence in Unit	Alignment Scale
	Classroom discussion is used to support reading, writing, and build conversational and academic language.	
	Target words and other academic language are utilized during peer-peer and teacher-peer discussion; students are encouraged to experiment with language.	
	Unit includes frequent use of discussion formats (small group, jigsaw, etc.) and opportunities to make connections (to self, other texts, ideas, cultures, eras, etc.).	

Alignment Scale + prevalent ✓ present - partially present n/a not applicable	← Use the alignment scale to determine the degree to which the unit aligns with each indicator. → Use this space to reflect on the unit after implementation.
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Reflection after Implementation

SCAFFOLDING GUIDE-FOR ALL STUDENTS



- ☐ Designed for grades 3-8
- ☐ Drawn from the [Engage NY](#) modules
- ☐ [List of Scaffolds](#)
- ☐ [Power Point](#) used for facilitation
- ☐ [Professional Development Toolkit](#)



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Parent Guide

What are the Next Generation Learning Standards?

The Next Generation Learning Standards are the educational goals for all of New York State's students from prekindergarten through grade 12 in English Language Arts and Mathematics.

Why were the standards revised?

The standards were revised to ensure they are appropriate for students' grade levels and reflect what students should know and be able to do in math and ELA.

When will the Next Generation Standards be implemented?

Full implementation of the NYS Next Generation Learning Standards begins during the 2022-2023 school year for prekindergarten through grade 8. The [implementation timeline](http://www.nysed.gov/curriculum-instruction/next-generation-learning-standards-and-assessment-implementation-timeline) can be found at <http://www.nysed.gov/curriculum-instruction/next-generation-learning-standards-and-assessment-implementation-timeline>.

How will the standards be assessed?

While teachers assess standards daily in their classrooms, students will also be assessed on the Next Generation Learning Standards beginning in spring of 2023 on the Grades 3-8 New York State ELA and Mathematics Assessments.

How can I learn more?

You can learn more about the [Next Generation ELA and Mathematics Learning Standards](#) by talking to your child's teacher or visiting www.nysed.gov/next-generation-learning-standards.

Parent Resources

Supporting Learning at Home



A Parent's Guide

[Next Generation Learning Standards in English Language Arts](#)

[Language Arts](#)

[www.nysed.gov/next-generation-learning-standards](#)

[New York State](#)

[\(NYSED\)](#)

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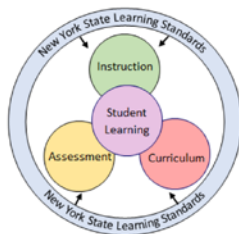
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Standards and My Child's Classroom Learning

Student learning is best supported when goals are well defined. The model below shows how key parts of learning work together. The central focus, student learning, depends on curriculum, instruction, and assessment. The learning standards represent the overall knowledge and skills students need to learn by the end of each school year.



Standards "What do we need to learn?"	Standards are: <ul style="list-style-type: none">goals for New York State studentsorganized by subjects and grade levelsthe learning intended to be accomplished by the end of a specific school yearapproved by the New York State Board of Regents <i>Example of a Kindergarten Math Standard: Duplicate and extend simple patterns using concrete objects. Ex: Colored blocks or tiles.</i>
Curriculum "What are we learning?"	Curriculum is: <ul style="list-style-type: none">the content, concepts, and skills students will learn to enable them to meet the standardsdetermined by individual school districts <i>Example: locally developed units of study, such as a unit on poetry or multiplication of two-digit numbers.</i>
Instruction "How are we learning?"	Instruction is: <ul style="list-style-type: none">the approaches and strategies an educator chooses to teach the curriculumbased on the needs of studentsdetermined by classroom teachers and districts <i>Example: small group instruction or cooperative learning</i>
Assessment "What have we learned?" "What should we do next?"	Assessments: <ul style="list-style-type: none">are processes used to learn about student progressguide and inform teachingare determined by local districts and/or teachers, as well as New York State <i>* New York State administers:</i> <ul style="list-style-type: none">ELA and Mathematics Assessments in Grades 3-8Science Assessments in Grades 4 & 8Regents ExaminationsEnglish as a Second Language Achievement Test (NYSESLAT)Alternate Assessment (NYSAA) <i>Example: classroom observation of a student recognizing patterns or analyzing a student's classroom writing sample</i>

- Tri-fold pamphlet can be handed out at parent meetings or open houses
- Also available as a PDF to be made available on school websites
- Provides parent-friendly description of the role of standards in the instructional cycle
- Includes FAQ and links to other resources



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