



**NYS Next Generation
LEARNING STANDARDS**

The Introductions for English Language Arts

November 30, 2017

with

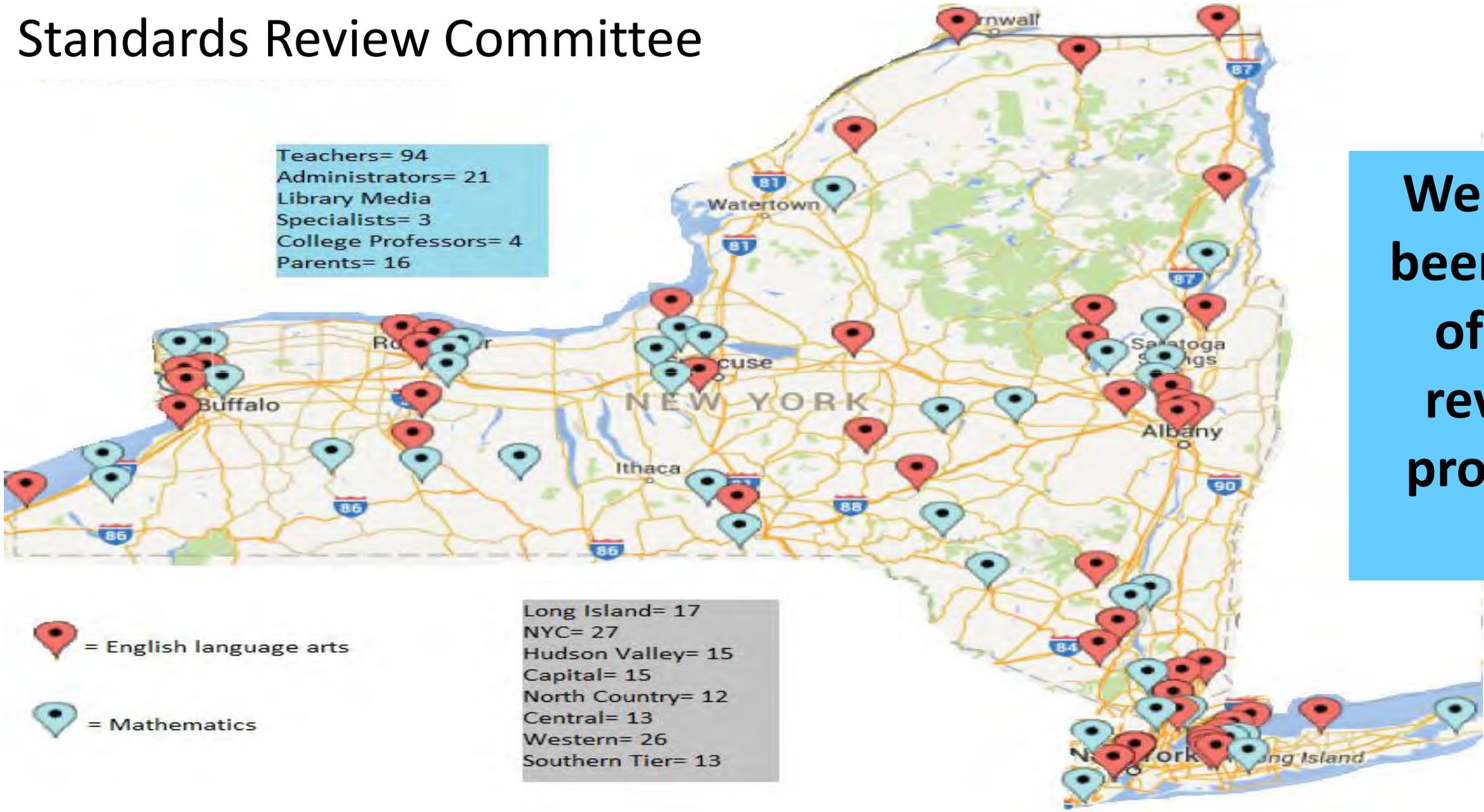
Dawn Shannon and Michelle Bulla

Welcome!
Introductions!



ELA and Mathematics Standards Review Committee

Teachers= 94
Administrators= 21
Library Media Specialists= 3
College Professors= 4
Parents= 16



 = English language arts
 = Mathematics

Long Island= 17
NYC= 27
Hudson Valley= 15
Capital= 15
North Country= 12
Central= 13
Western= 26
Southern Tier= 13

We have been part of the review process!

NYSED Standards/Assessment Timeline (2017-2021)

- **September 2017:** Adoption of Next Generation Learning Standards
- **2017-2018 School Year:** New two-day 3-8 assessments measuring the P-12 CCLS standards; professional development on Next Generation Standards
- **2018-2019 School Year:** Two-day 3-8 assessments measuring the P-12 CCLS standards; professional development continuing on Next Generation Standards
- **2019-2020 School Year:** Two-day 3-8 assessments measuring the P-12 CCLS standards; professional development continuing on Next Generation Standards
- **September 2020:** Full implementation of the Next Generation Standards
- **Spring 2021: New assessments (3-8) measuring Next Gen Standards.**

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?

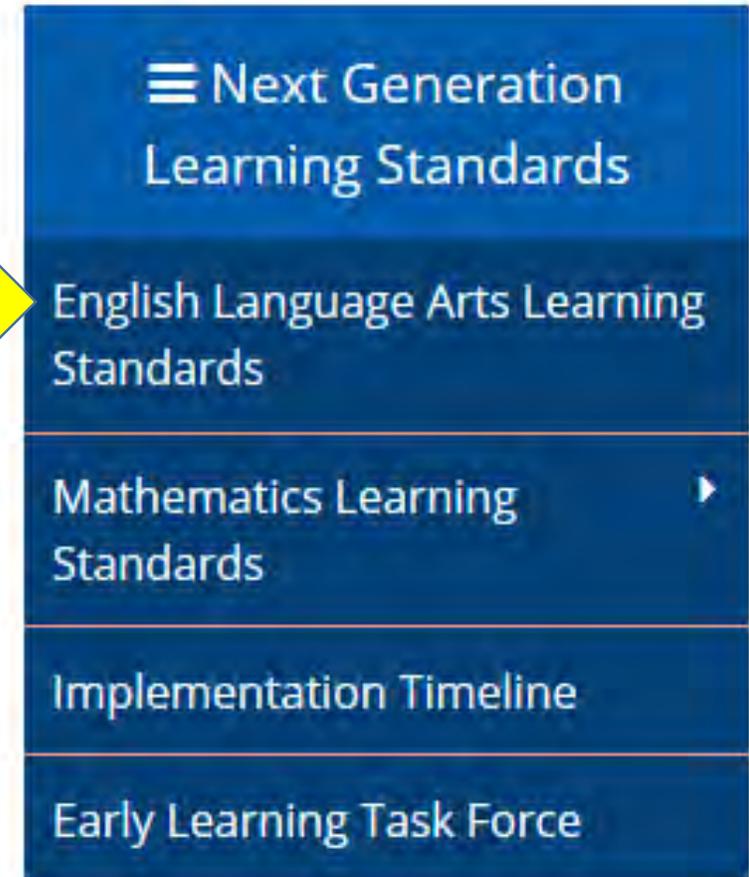
The Preface

The Introduction

Introduction to Early Learning Standards

**Where do I find the
Next Generation ELA Standards
and the Introductions?**

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](#) 

Let's get started!



THINK about how you would complete these statements:

Standards are. . .

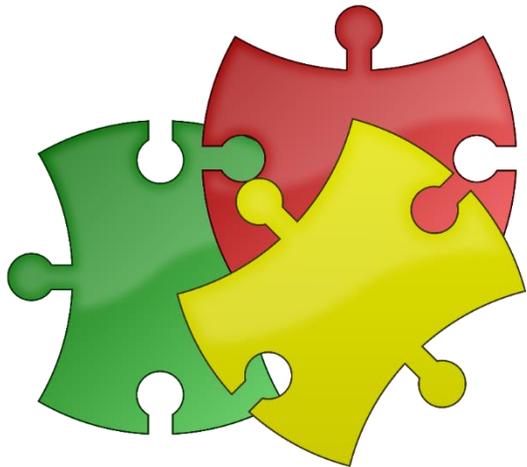
Standards are NOT. . .

Compare with a partner.

Let's go to the
introductions!

**Create a
team of 3**

**Count off
from 1-3**



What are the key messages?

1: How are “standards” defined in the introduction? (Standards are.. Standards are NOT. . .)

#2: To whom do the standards apply?

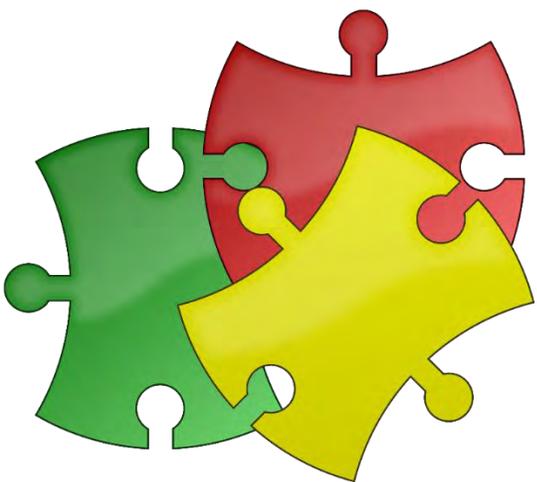
3: Why were the standards revised?

<p># 1: How are “standards” defined in the introduction?</p>	<p>Introduction</p> <ul style="list-style-type: none"> • Page 1 • Page 8 • Page 12 <p>Early Learning Introduction</p> <ul style="list-style-type: none"> • Page 1
<p>#2: To whom do the standards apply?</p>	<p>Introduction</p> <ul style="list-style-type: none"> • Page 5: ELL/MLL • Pages 5 – 7: SWD • Pages 7, 8: Early Learning
<p># 3: Why were the standards revised?</p>	<p>Preface:</p> <ul style="list-style-type: none"> • Pages 1, 2 <p>Introduction</p> <ul style="list-style-type: none"> • Pages 1,2 <p>Context Advanced Literacy</p>

Step 1 of the Jigsaw:

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 message

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

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?

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Thank you!
Dawn and Michelle