



The New York State Next Generation English Language Arts Learning Standards

**Mid-West RBERN Webinar
June 4, 2019**



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

Presentation Goals

Participants will...

- Understand the NYSED Next Generation ELA Standards and the Roadmap for implementation
- Learn about curriculum resources to support local district implementation
- Have an opportunity to ask questions



NYS Next Generation Learning Standards Implementation Timeline (2017-2021)

September 2017:

Adoption of Next
Generation Learning
Standards

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 Grades 3-8 tests
measuring the NYS Next
Generation Learning
Standards.

A Brief Overview of the Revision Process: Why Revise?

- Standards should be reviewed and revised every 5-7 years to reflect best practice and research.
- New York's Standards for ELA were reviewed/revised in 1996, 1998, 2005, 2008-09, 2010, and 2015-17.
- Beginning in 2015, the P-12 Common Core was revised, resulting in the 2017 Next Generation English Language Arts Learning Standards.
- New York has a rich tradition of English Language Arts expectations, reaching back to the 1800s (the Regents examinations were first administered in November 1865.)

From the Preface



“Our ELLs/MLLs enter the school system at all grade levels, with a range of proficiency in English and varying degrees of literacy and academic competencies in their home or primary language. These factors must be taken into consideration when planning and providing instruction that will afford ELLs/MLLs the opportunity to develop academic language and English proficiency in order to fully engage with grade-level ELA and mathematics standards. It is NYS’s mission to ensure that ELLs/MLLs attain the highest level of academic success and language proficiency to meet the new NYS Learning Standards.”

Culturally Relevant and Sustaining Education: Draft Goals for Framework

- Welcoming and Affirming Environment
- High Expectations and Rigorous Instruction
- Inclusive Curriculum
- Ongoing Professional Development and Support

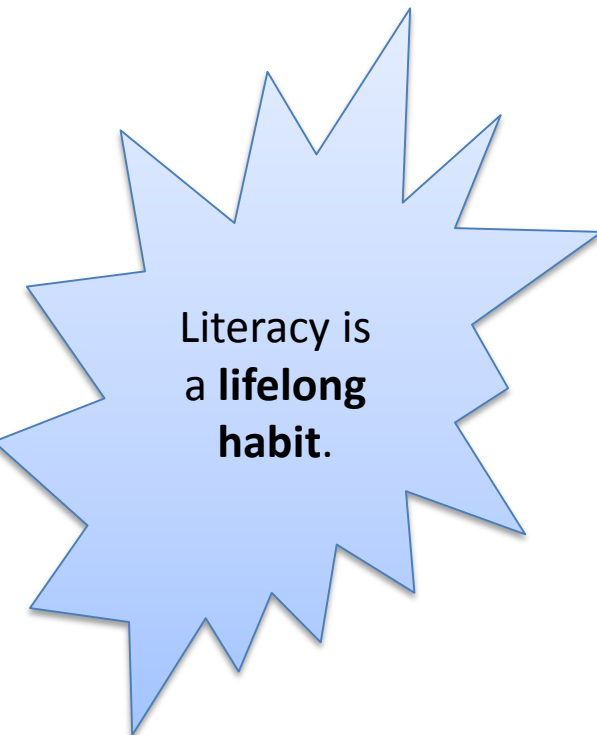
What is Still Important?

Curriculum and instruction are locally decided;
standards are not the same as curriculum.



What is New to Discuss and Learn?

Lifelong Practices of Readers and Writers



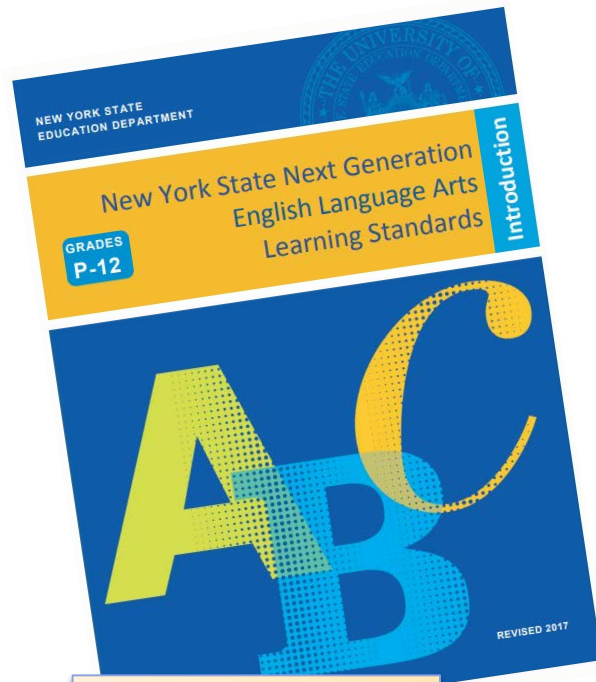
Literacy is
a **lifelong**
habit.

Lifelong Practices of Readers and Writers

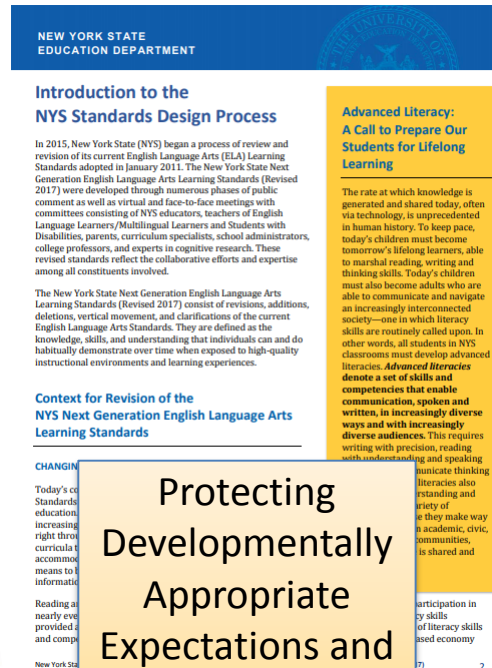
Lifelong Practices of Readers	Lifelong Practices of Writers
<p>Readers:</p> <ul style="list-style-type: none">• think, write, speak, and listen to understand• read often and widely from a range of global and diverse texts• read for multiple purposes, including for learning and for pleasure• self-select 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.)	<p>Writers:</p> <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 for 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

What is New to Discuss and Learn?

Additional Guidance (ELA and Early Learning Introductions)



Reading & Writing
for Enjoyment &
Self Expression



Protecting
Developmentally
Appropriate
Expectations and
Practices



Standards and
Diverse
Populations

What is New to Discuss and Learn?

Supporting All Students

Grade-level standards provide guidance and support for all students, as well as guidance specific to Multilingual Learners and Students with Disabilities.

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Text Complexity

By the end of the school year, students that are appropriately challenged should be able to comprehend and analyze independently complex texts that are appropriate to their grade level. Instruction and units of different skills and backgrounds should be accessible to a peer support as needed to allow all students to access grade-level texts.

6th Grade Introduction

Guidance and Support

Guidance and support are an integral part of developmentally appropriate practice. As children are gaining mastery of the standards in 6th grade, some students may require support to demonstrate skills.

English Language Learners/Multilingual Learners

English Language Learners (ELLs)/Multilingual Learners (MLLs) enter the school system at all grade levels, with a range of proficiency in English and varying degrees of literacy and academic competencies in their home or primary language. While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages. The eventual goal of English Language Arts (ELA) standards is to support the lifelong practices of reading, writing, speaking and listening in English. ELLs/MLLs can receive home language supports and be provided opportunities to demonstrate skills in their home or primary languages to indicate mastery of the linguistic concepts and skills embedded in the ELA standards. Throughout the standards, the use of annotation marks this concept for ELLs/MLLs.

Students with Disabilities

Children with disabilities and their typically developing peers are all capable of learning, achieving, and making developmental progress. Children with disabilities need specially designed instruction and related services designed to address their disability and ensure their participation in age appropriate activities with typically-developing peers. Each child with a disability has an individualized educational program (IEP) which documents his/her individual goals, supports, and services as determined by his/her needs, strengths, and abilities. These individual supports, accommodations, and services are designed to assist the child to meet the goals in his/her IEP as well as to achieve the learning standards. With the appropriate services and supports, children with disabilities can participate in experiences with their typically-developing peers and be held to the same high standards and expectations as those without disabilities.

6th Grade English Language Arts Learning Standards

What is New to Discuss and Learn?

Reading Experiences/Text Complexity Expectations

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3rd Grade English Language Arts Learning Standards

3rd Grade Introduction

Guidance and Support

Guidance and support are an integral part of developmentally appropriate practice. As children are gaining mastery of the Standards in 3rd grade, some students may require support to demonstrate skills.

Range of Student Reading Experiences for 3rd Grade

Students in 3rd grade should experience a balance of literature and informational texts in the context of instruction designed to create opportunities for children to engage with a variety of topics and texts, and have discussions about texts that support language development and knowledge building. Creating this learning environment can take a variety of formats, including read-alouds, shared readings, paired readings, learning activities that incorporate literacy materials, talking, writing and other literacy activities. We refer to these instructional events as 'reading or literacy experiences' because the focus is on using texts, printed and visual, to develop readers' concepts of how meaning is conveyed through reading and writing, and in turn their ability to make meaning of increasingly complex text. Much of this work is done through talk-reading and reading-writing connections.

The following are examples of literary and informational text types that could be used in classroom instruction. Texts are not limited to these examples.

LITERATURE: stories, drama, poetry, fiction, fairytales, folk tales, tall tales, and other literary texts.

INFORMATIONAL TEXT: nonfiction, biographies, autobiographies, books and articles about science, art, history, social studies, and information displayed in charts, graphs, or maps, in both print and digital sources.

Guidance for the Range of Student Reading Experiences as well as Text Complexity Expectations is found in the introduction to the standards as well as in grade level standards introductions.

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GRADE
3

Text Complexity Expectations for 3rd Grade

Students in 3rd grade are at varying stages of development as word readers and as text comprehenders. By the end of the school year, however, students in 3rd grade should have good control of word reading skills and be developing reading comprehension strategies in order to read appropriately complex literary and informational texts at or above grade level. To bolster students' text comprehension skills, teachers should provide large group, small group, and individual reading activities, with materials that are content-rich and complex at age-appropriate levels. Students should also participate in interactive read-aloud discussions of more complex texts that may not be readily accessible to students when reading independently. It is the case that students are refining their word reading and comprehension skills as they experience more challenging texts; therefore it is essential that even while students read texts at an instruction and independent level, they are also scaffolded into reading texts at or above grade-level—through read-alouds, discussion, reading-writing connections, etc. Because each reader brings different skills and background knowledge to the act of reading, a text that is 'complex' for one reader may be accessible to a peer in the same classroom. For this reason, educators should provide scaffolding and support as needed to allow all students to access grade-level texts. **The most critical distinction, however, is the distinction between the complexity of the texts used for children to work on their word reading accuracy and fluency, and the complexity of the texts used to build up language and knowledge.**

English Language Learners/Multilingual Learners

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What is New to Discuss and Learn?

Merged Reading Standards

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GRADES
9-10

9th-10th Grade Reading Standards (Literary and Informational Text) | **9-10R**

Some reading standards were merged to reduce repetition (RI & RL).

Other standards denote specific outcomes for reading literary (RL) and informational texts (RI).

Key Ideas and Details

- 9-10R1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration. (RI&RL)
- 9-10R2:** Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)
- 9-10R3:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL)
- In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)

What is New to Discuss and Learn?

Production and Range of Writing

Grade level Writing Standards include grade-specific guidance for the Production and Range of Writing.

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Kindergarten Writing Standards | KW

Production and Range of Writing for Kindergarten

As students in kindergarten develop writing skills, they should actively engage in group and individual writing activities, where the focus is on helping them understand writing and drawing as a means for communication with others and as an important tool to support their own thinking and learning. Students should be exposed to and prompted to produce texts for a range of purposes (to entertain, to explain, to persuade) as they dictate, draw to convey meaning, and make early attempts at producing letters, words, and letter strings. These text types include narratives (retellings of events they have experienced or fictional stories) as well as responses to narratives, pieces of expository writing (shopping lists and notes/letters/pictures to classmates or adults in the community), and informational texts (such as 'how-to' books, and diagrams and pictures that generate, represent, or express information).

Conceptualized broadly, these writing experiences for our youngest learners should include opportunities to narrate or dictate their stories and ideas to an adult who is writing it down, as well as draw and illustrate their ideas, especially making connections from read-alouds to writing. In these earliest years, we expect the use of invented spelling as part of the developmental progression. In addition to beginning to acquire alphabetic and orthographic skills—the letter-sound connections and the letter combinations—students in kindergarten should begin to learn about how technology and digital tools for writing can increase learning and communication (e.g., use technology to write, draw, and explore concepts; explore keyboards). Please see the Lifelong Practices for Writers for examples of important lifelong writing habits that should begin in the early years and continue through life.

Text Types and Purposes

- KW1:** Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that topic.
- KW2:** Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.
- KW3:** Use a combination of drawing, dictating oral expression, and/or emergent writing to narrate an event or events in a sequence.
- KW4:** Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).
- W5:** *Begins in Grade 4*

What is New to Discuss and Learn?

Banded Language Standards (1&2)

Core Convention Skills and
Core Punctuation &
Spelling Skills
(Language Standards 1 & 2)
are banded across grade
levels:

PK-2
3-5
6-8
9-12

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Prekindergarten-Grade 2

Conventions of Academic English/Language for Learning

ANCHOR STANDARD L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking*.

*While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.

Core Conventions Skills for Prekindergarten → Grade 2:

- Print upper- and lowercase letters in their name → Print many upper- and lowercase letters
→ Print all upper- and lowercase letters.
- Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.

The forward arrow (→) denotes
the progression of skills across the
grade band.

What is New to Discuss and Learn?

Glossary of Terms

To clarify vocabulary, the Next Generation English Language Arts Standards include a glossary of terms used with the standards.

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Appendix B

Glossary of terms
used with the
Next Generation
English Language
Arts Learning
Standards
(2017)

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APPENDIX B

Glossary of terms used with the
Next Generation English Language Arts Learning Standards
(2017)

WORD	DEFINITION AS USED IN THE STANDARDS
Academic Language	Comprised of knowledge of key terms used in a discipline (e.g., photosynthesis, Fertile Crescent, alliteration) as well as the general-purpose language used in all academic texts and talk (for example, "some have argued" or "research suggests" that signal the writer's viewpoint and support argumentation).
Argumentative writing	A type of writing that uses reason or logic to show that the writer's position or conclusion is valid. In the early grades, through discussion, students learn about opinions and opinion writing as a precursor to constructing arguments in writing.
Central idea	A concept or idea that is central to a text or section of a text. Please note that central idea and main idea are often used in the same way.
Cite	To support an idea or opinion by referring to sources (texts, media, images, etc.)
Claim	A statement as part of an argument that can be supported with evidence.
Collegial	Relating to a friendly discussion between collaborators.
Content-specific words and phrases	Vocabulary that is specific to a content area or discipline.
Digital tool	An electronic device or program that is used in performing an operation or practice.
Digital media	Audio/visual content that may include websites, social networks, videos, graphics, slideshows, or other digital forms.
Early reader	A beginning reader who has moved beyond the emergent reading stage and is able to apply some reading strategies to interact with text. An early reader begins to monitor his/her own reading and self-correct.
Emergent reader	A student on the path to fluent literacy, before conventional reading and writing skills are developed. One who begins to recognize letter sounds, learned sight words, or symbolic representations of words.
Evidence	Facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others.

New York State Education Department ENGLISH LANGUAGE ARTS LEARNING STANDARDS (2017)

LEARNING STANDARDS (2017)

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Phase I: Raise Awareness

Winter 2018 – Winter / Spring 2019



New York

Mathematics Learning

Phase I: Raise Awareness

Make all education stakeholders aware of the timeline for implementation; identify the current standards, instruction, and phase will help identify the needs that will occur in Phase II.

Please note: In Spring 2021, the NY Next Generation Learning Standards alignment at the high school level is forthcoming.

Goal(s)

Goal 1: Clearly communicate the adoption and the implementation timeline of the Next Generation ELA and Mathematics Learning Standards.

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Goal 1:

Clearly communicate the adoption and the implementation timeline.

Goal 2:

Understand and clearly communicate the changes between the standards.

Timeline:
Winter 2018-Winter/Spring
2019

on Steps Taken
(Completed by local districts)

Goal 3:

Develop a P-12 district / building / grade level plan for curriculum development and professional development.


Goal 4:

Support the development of summative assessments at the state level.



NYS Next Generation ELA Learning Standards Crosswalks

The Next Generation ELA Crosswalks include:

- An overview summary document, detailing high-level changes to the standards; and
- Grade-specific crosswalk documents that show the 2011 ELA Standards next to the 2017 ELA Standards. 

<http://www.nysed.gov/curriculum-instruction/teachers/next-generation-ela-learning-standards-crosswalks>

Phase II: Build Capacity

Spring 2019 – Summer 2020



New York State

Mathematics Learning

Phase II: Capacity Build	
Provide guidance and support for d professional development needs ide on the integration of the Next Gene Learning Standards into curriculum design. Please note: In Spring 2021, the NYS NYS Next Generation Learning Stand assessment alignment at the high sc and will be forthcoming.	
Goal(s)	
Goal 1: Support local school district needs to integrate the Next Generation ELA and Mathematics Learning Standards into local curriculum.	Gen. Stand. Based curriu program Next G Learning Pilot an units a based c accord Coordi collabor planning other re

Goal 1:
Support local school district needs to integrate the Next Generation Standards into local curriculum.

Goal 2:
Support classroom instructional needs for alignment to the Next Generation Standards.

Goal 3:
Support professional development needs for alignment with the Next Generation Standards.

Goal 4:
Support development of local and state assessments to be aligned to the Next Generation Standards.

Timeline: Spring 2019-Summer 2020	
Action Steps Taken completed by local (districts)	



Phase III: Full Implementation

September 2020 - ongoing



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

Statewide Next Generation ELA and Mathematics Learning Standards Implementation Roadmap

NYS NEXT GENERATION ELA and MATHEMATICS LEARNING STANDARDS			
Phase III: Implementation Local school districts implement the NYS Next Generation Mathematics and ELA Learning Standards in classrooms Prekindergarten-Grade 12. Please note: In Spring 2021, the NYSED will release the NYS Next Generation Learning Standards regarding assessment alignment and will be forthcoming.		Timeline: September 2020 - ongoing	
Goal(s)	Key Implementation Strategies	Action Steps Taken (To be completed by local districts)	
Goal 2: Provide support and structure for educators to gauge and track progress of implementation.	Educators implement standards.		
	Assess and track implementation and achievement.		
	Identify districts and schedules implementation.		
	Provide educational resources and to share ideas and assessments, with NYSED.		
	Continue to collaboratively develop the NYS ELA and Mathematics Test, alignment with the NYS Next Generation Mathematics Learning Standards. Develop Regents Examinations in ELA and Mathematics (administration dates to be determined) to align with the NYS Next Generation ELA and Mathematics Learning Standards.		
Office of State Assessment Test Development Cycle resources and teacher participation recruitment page are available on the NYSED website.		✓	

Goal 1:

Align instruction and curriculum to the Next Generation Learning Standards.

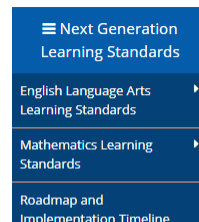
Goal 2:

Provide support and structure for educators to gauge and track progress of implementation.



Supporting all Students Conference Toolkit

- Online access to materials from the Supporting all Students conferences
- Guidance on utilizing the presentation and workshop materials
- Suggestions for organizing professional development
- All materials are free and open to use for districts/schools



Next Generation Standards Supporting All Students Conferences Professional Development Materials

Facilitator's Reference Guide

The NYS Next Generation Turnkey PD Toolkit provides support to districts during the *Raising Awareness* phase of the implementation of the Next Generation English Language Arts (ELA) and Mathematics Learning Standards. This toolkit contains professional development topics, supporting materials, and guidance. Districts are encouraged to adapt the materials to best fit the needs of their

Turnkey Guidance for Let Me Introduce Myself: The Next Generation Mathematics Learning Standards Introduction

Goal: To provide educators with essential questions and discussion points that will guide upcoming work with regards to transitioning to the NYS Next Generation Mathematics Learning Standards and how to support all learner populations during the process.

Materials needed:

- Let Me Introduce Myself PowerPoint
- Let Me Introduce Myself Task Cards
- Let Me Introduce Myself Squares Upon Squares Worksheet
- Next Generation Mathematics Standards Introduction (found on page 3 in the beginning of the standards document)

Optional Materials:

- A Series of Topic Briefs Produced for the New York State Education Department by Nonie K. Lesaux, PhD and Emily Phillips Galloway, EdD.
- Blueprint for English Language Learner Success
- Blueprint for Improved Results for Students with Disabilities

Instructions:

- Prior to the presentation, send attendees copies of the Learning Standards Introduction and any optional materials that you will be using. Encourage all participants to read the materials in advance and bring print/digital copies to the session.

Literacy Briefs

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



Advanced Literacies Instruction: Academic Success

Why is this important?
Reading and writing—language-based competencies—have become prerequisites for participation in nearly every aspect of day-to-day, 21st-century life. There was a time when basic literacy skills provided a clear path forward, a education and a better life. Today, students need advanced literacy skills to succeed in the 21st-century world. Economic opportunities all doors are not open to all, but those who are not literate are at a disadvantage.

What Goes into Effective Reading Comprehension?

Why is this important?
Despite receiving daily instruction, year after year, many students, including many English Learners, struggle to comprehend text. But not all students struggle with complex reading for the same reasons, and therefore instruction must be guided by these individual differences. This brief focuses on the two broad categories of skills that go into successful reading comprehension—and to be taken into account when designing instruction, assessment, and goals for our readers.

To become readers, students must develop both the skills and knowledge needed (1) to read the words on the printed page (code-based skills) and (2) to understand complex texts (meaning-based skills). As shown below, code-based skills are central to meaning-making, but they are not the “endgame” of reading—these skills include the ability to effectively read, with precision, automatically map letters to their respective sounds in combinations, and therefore to read the words on the page. To read words effectively, the reader has mastered the relationship between 26 letters and 44 sounds and their different combinations in written words. In the context of our ultimate goal for every reader to comprehend complex text, we think of code-based skills as necessary but not sufficient. Meaning-based skills are the skills that more directly relate to comprehending text. In essence, all language skills, such as oral language, vocabulary, and listening comprehension, are considered meaning-based skills because they are needed to access and apply a text’s message.



Hallmark 1 of Advanced Literacies Instruction: Engaging, Content-Rich Texts

Why is this important?
Hallmark 1: Work with engaging texts that feature big ideas and rich content. School success, at its core, is about learning. However, it is not just about learning; it is about learning in a way that is meaningful and engaging. This brief focuses on the two broad categories of skills that go into successful reading comprehension—and to be taken into account when designing instruction, assessment, and goals for our readers.

Hallmark 2 of Advanced Literacies Instruction: Classroom Discussion

Why is this important?
To develop their language skills, all students, but especially ELs, need a lot of practice with language! But we know that in many classrooms, the typical teaching scenario doesn't give our students much of a chance to talk. What is this typical scenario? A teacher asks a question, calls on a student to respond, the teacher then follows by evaluating the response (i.e., saying whether it's correct or incorrect)—and the interaction is complete. Even though this is a very common scenario, this exchange is not going to get today's students to the levels of language and critical thinking that they are capable of—and that they need for academic and personal success.

How do we get them to those levels? Well, language develops in the classroom if there is an extended back-and-forth process of interaction among students, organized around rich content and topics. Beyond the negative and linguistic benefits, we know that extended talk and discussion creates a more engaging learning environment. Recent research shows us that fostering engagement by focusing on building student autonomy and collaboration produces greater gains in achievement and we know that talk-based learning tasks and projects can do exactly this—when there is choice, risk, and collaboration involved. There are a great way to promote students' sense of autonomy as learners. Because discussions that are text-based often focus on negotiating the text's meaning, students are able to struggle productively in a supported context.



Hallmark 3 of Advanced Literacies Instruction: Building Written Language

Why is this important?
Hallmark 3: Write to build language and knowledge. Acquiring English at school powerful than instruction: about a topic of study. In it, opportunities to engage in stronger language and live Multilingual Learners. Student writing is also a key concept mastery. When its language structures in the linguistic structure their in especially ELs/MLs, are needed to write. As such, writing, we know that this

Hallmark 4 of Advanced Literacies Instruction: Academic Vocabulary and Language

Why is this important?
Vocabulary knowledge is a key part of language development and academic success—it involves understanding the meanings of words and phrases heard or read, as well as using those words and phrases to communicate effectively in speech or writing. Vocabulary, language, and knowledge, therefore, go hand-in-hand—it is through words and sentences that ideas take shape and knowledge is communicated.

Academic vocabulary is used primarily in school, civic, and professional settings—the language of text, academic success, and of power and influence. Distinct from everyday vocabulary, it includes general vocabulary words that are used across many content areas (e.g., research, exhibit, investigate) as well as content-specific academic vocabulary words that are unique to a particular subject (e.g., fraction in math, chemical in science). Acquiring and building knowledge through reading means not just recognizing academic words, but having a deep understanding of them—reading for meaning demands an understanding of the concepts that the words represent and an ability to integrate these concepts with prior knowledge. For comprehending school texts, having a deep understanding of academic vocabulary words is essential. By focusing on the role of academic vocabulary in content.



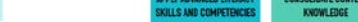
Advanced Literacies Instruction: Spotlight on Instructional Units of Study

Why is this important?
Effective literacy instruction involves explicit instruction of crucial component skills (phonics, fluency, and word meaning skills) within a range of meaningful ways and supports a range of texts. This learning log ideas and answering it represent them. Emblematic of this study.

Advanced Literacies Instruction: Spotlight on Language Production Projects

Why is this important?
With the building of 21st-century literacy skills centers certain skills in instructional approaches. On strategy that can help educators as they make this transition is the use of language production projects. Language production projects are content-based, purpose-driven opportunities to craft (i.e., plan, generate, and revise) an oral or written product. These projects, which can take many forms, ultimately provide opportunities to practice students' oral and written language skills, reading comprehension skills, content area knowledge, and academic motivation. Imagine their many forms, at their core they have one key focus in common: they are designed to support students to consolidate and extend their understanding of the content studied over the course of a unit or instructional cycle, while building students' oral and written language skills.

A consideration of the unit's content focus and learning objectives, and students' developmental stage will drive the design of a language production project. The project might be a debate, a letter-writing campaign, a public service announcement, a mock trial, a presentation, or even some kind of performance (e.g., giving a speech, creating a commercial, or acting out a student-generated play). Unlike the all-too-familiar speaking and writing assignments that are brief and disconnected to content under study (e.g., responding to prompts about content questions, the weekend, assignments about favorite U.S. state, etc.), language production projects do much more than ask students to complete a task that is isolated from the rest of their classroom learning experiences. They are



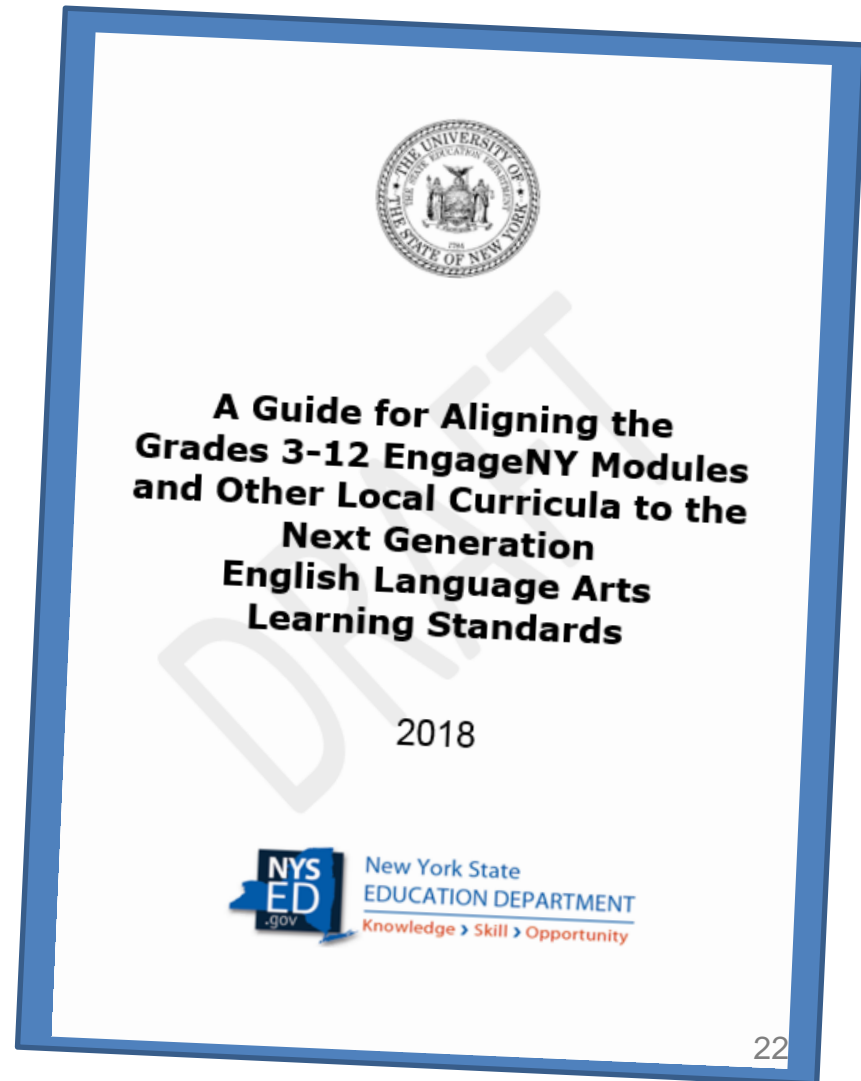
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Knowledge > Skill > Opportunity

NYSED ELA Curriculum Guidance

A Guide for Aligning the EngageNY Modules and Local Curricula to the Next Generation ELA Standards

- Key Features:
 - ~ guidance around how to use the ELA crosswalks
 - ~ sample curriculum maps
 - ~ ELA curriculum reflection rubric

The EngageNY P-12 ELA Modules will not be updated by NYSED to reflect the Next Generation ELA Standards. All EngageNY modules are open-source.



Questions?

NYSED's Office of Curriculum & Instruction

Phone: 518-474-5922

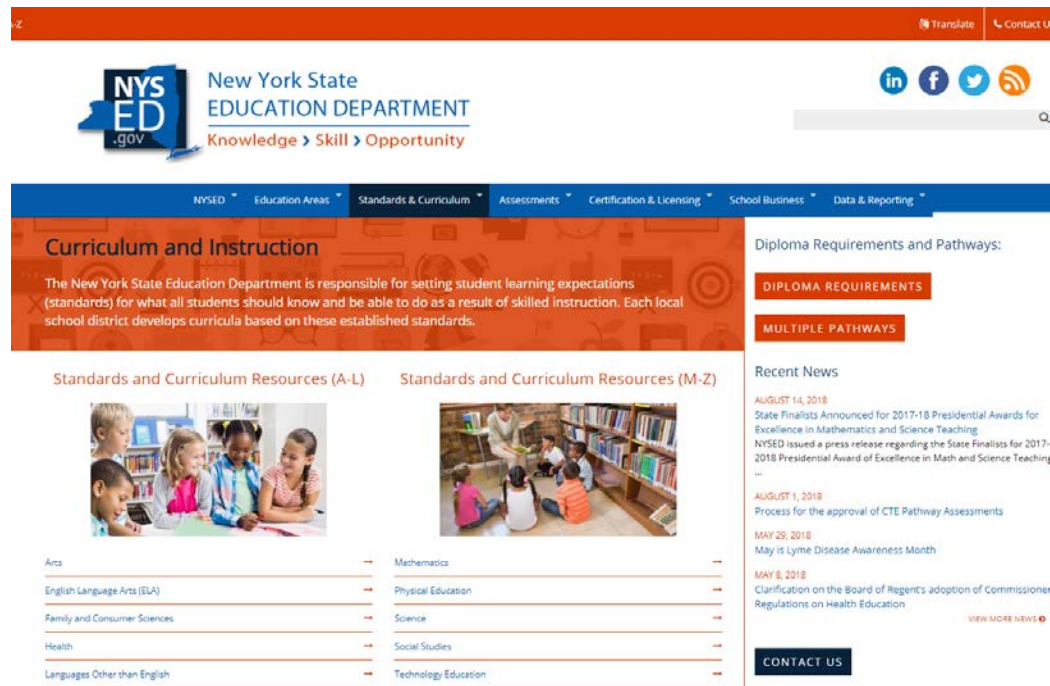
Website: <http://www.nysed.gov/curriculum-instruction/>

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The screenshot shows the NYSED website's Curriculum and Instruction section. The header includes the NYSED logo and the tagline "New York State EDUCATION DEPARTMENT Knowledge > Skill > Opportunity". The main navigation bar lists various categories: NYSED, Education Areas, Standards & Curriculum, Assessments, Certification & Licensing, School Business, and Data & Reporting. The "Curriculum and Instruction" section is highlighted, featuring a description of the department's role in setting student learning expectations. Below this, there are two columns of "Standards and Curriculum Resources (A-L)" and "Standards and Curriculum Resources (M-Z)". The "A-L" column lists: Arts, English Language Arts (ELA), Family and Consumer Sciences, Health, and Languages Other than English. The "M-Z" column lists: Mathematics, Physical Education, Science, Social Studies, and Technology Education. On the right side, there are links for "Diploma Requirements and Pathways" (DIPLOMA REQUIREMENTS, MULTIPLE PATHWAYS) and "Recent News" (AUGUST 14, 2018: State Finalists Announced for 2017-18 Presidential Awards for Excellence in Mathematics and Science Teaching; AUGUST 1, 2018: Process for the approval of CTE Pathway Assessments; MAY 29, 2018: May is Lyme Disease Awareness Month; MAY 8, 2018: Clarification on the Board of Regents' adoption of Commissioner Regulations on Health Education). A "CONTACT US" button is located at the bottom right.