The New York State
Next Generation
English Language Arts
Learning Standards

Mid-West RBERN Webinar
June 4, 2019
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)

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.

September 2017:
Adoption of 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.
- 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

<table>
<thead>
<tr>
<th>Lifelong Practices of Readers</th>
<th>Lifelong Practices of Writers</th>
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<tbody>
<tr>
<td>Readers:</td>
<td>Writers:</td>
</tr>
<tr>
<td>• think, write, speak, and listen to understand</td>
<td>• think, read, speak, and listen to support writing</td>
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<td>• read often and widely from a range of global and diverse texts</td>
<td>• write often and widely in a variety of formats, using print and digital resources and tools</td>
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<td>• read for multiple purposes, including for learning and for pleasure</td>
<td>• write for multiple purposes, including for learning and for pleasure</td>
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<td>• self-select texts based on interest</td>
<td>• persevere through challenging writing tasks</td>
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<tr>
<td>• persevere through challenging, complex texts</td>
<td>• enrich personal language, background knowledge, and vocabulary through writing and communicating with others</td>
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<td>• enrich personal language, background knowledge, and vocabulary through reading and communicating with others</td>
<td>• experiment and play with language</td>
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<tr>
<td>• monitor comprehension and apply reading strategies flexibly</td>
<td>• analyze mentor texts to enhance writing</td>
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<tr>
<td>• make connections (to self, other texts, ideas, cultures, eras, etc.)</td>
<td>• strengthen writing by planning, revising, editing, rewriting, or trying a new approach</td>
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Literacy is a **lifelong habit**.
What is New to Discuss and Learn?

Additional Guidance (ELA and Early Learning Introductions)
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.
What is New to Discuss and Learn?

Reading Experiences/Text Complexity Expectations

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.
What is New to Discuss and Learn? Merged Reading Standards

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

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

**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, 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**

<table>
<thead>
<tr>
<th><em>KW</em></th>
<th>Description</th>
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<tbody>
<tr>
<td>KW1</td>
<td>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.</td>
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<tr>
<td>KW2</td>
<td>Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.</td>
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<tr>
<td>KW3</td>
<td>Use a combination of drawing, dictating oral expression, and/or emergent writing to narrate an event or events in a sequence.</td>
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<tr>
<td>KW4</td>
<td>Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).</td>
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<tr>
<td>W5</td>
<td>Begins in Grade 4</td>
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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

The forward arrow (→) denotes the progression of skills across the grade band.
To clarify vocabulary, the Next Generation English Language Arts Standards include a glossary of terms used with the standards.
Phase I: Raise Awareness
Winter 2018 – Winter / Spring 2019

Goal 1:
Clearly communicate the adoption and the implementation timeline.

Goal 2:
Understand and clearly communicate the changes between the standards.

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.

Phase II: Build Capacity

Spring 2019 – Summer 2020

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.
Phase III: Full Implementation
September 2020 - ongoing

**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
Literacy Briefs

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