

Welcome!

Introductions!

We have
been part
of the
review
process!

NYSED Standards/Assessment Timeline

(2017-2021)

September 2017:

2017-2018 School Year:

2018-2019 School Year:

Outcomes and Questions

<p>Outcomes: At the end of this session, you will. .</p>	<p>Questions that you will answer</p>

The Preface

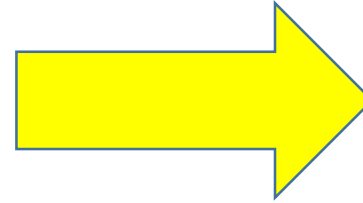
The Introduction

Introduction to Early Learning Standards

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

Go to: www.nysed.gov

Click on



/ H W . V J H W V W D U V

THINK about how you
would complete these
statements:

Standards are . . .
Standards are NOT . . .

Compare with a partner.

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introductions!

Create a
team of 3

Count off
from 1-3



What are the key messages?

1: , } Á Œ ^ • š v Œ • _

the introduction? (Standards
are.. Standards are NOT...)

#2: To whom do the standards apply?

3: Why were the standards revised?

1: How are
^ • š v Œ •
defined in the
introduction?

Introduction

Page 1

Page 8

Page 12

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?

} • ^ o o u v o o _] v Ç } μ OE] • š OE] š

Why were the standards revised?

^ À v o] š Œ] • _

There are other important messages

Introduction to the New York State Next Generation

OE o Ç > OE v] v P ^ š v OE •

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

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
message?**

Revising the Writing Standards

Preface page 3

Range of Reading and Text Complexity

Introduction: Early Learning Standards

Pages 78

**What are the key
messages?**

More key messages!

Go to pages

14 **t** 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

ONE OPTION

K O E Y

Start with the
introductions!

Why?

What small
moves will
YOU make?

Outcomes/Questions



How did you do?

<p>Outcomes: At the end of this session, you will. .</p>	<p>Questions that you will answer</p>

Thank you!
Dawn and Michelle