
An Overview of the New York State Next Generation English Language Arts Learning Standards

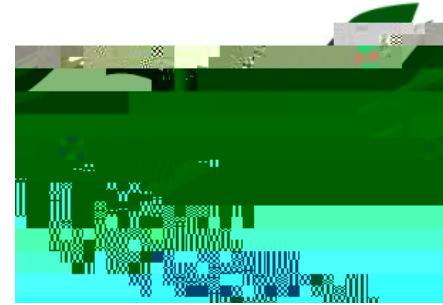


Goals for Today's Presentation

Learning Targets:

Participants will...

- Understand an overview of the New York State Next Generation English Language Arts Learning Standards and what is new for the revised standards.
- Understand the structure/content of the ELA Crosswalks and how to use them as a resource.





NYS Next Generation Standards Implementation Roadmap



An Overview of the Standards Review:

Regents ELA 4-Year Examination: June 16th, 1936: 9:15 a.m.- 12:15 p.m.

worthy to survive. Give titles and authors.

Whatever the services of the newspaper in other respects, it has the inevitable defect of superseding with most of those who read it the exercise of independent thought. The newspaper is almost always partisan in its views, and its adherents of that side, putting a colour on the events it reports — it serves up to the reader perhaps only mere phrases or catchwords, which confirm him in his preconceptions and his indifference to scrutinize these ideas for himself. Still more seldom does he do the hard work. Indolence again! The habit of mind that is formed because thinking is attention is excellent as long as it is confined to one subject, but when it is directed from the others tends to a general dissipation and distraction of thought.


— James Bryce

A Brief Overview of the Revision Process

English Language Arts and Mathematics Standards Review Committees

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

 = English language arts

 = Mathematics

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

Highlights of the Revisions of the ELA Standards

Added “Lifelong Practices of Readers and Writers” to ensure that students become lifelong learners who can communicate effectively.

- The BOCES Staff and Curriculum Development Network created a draft of “Lifelong Practices of Readers and Writers” to add to the ELA Standards. These reading and writing practices should begin in the early years and extend well beyond graduation.
- Examples:



Lifelong readers read for multiple purposes, including for learning and for pleasure.

Lifelong writers write often and widely, in a variety of formats, using print and digital resources and tools.



NYSED

Readers

NYSED

Writers

often and widely in a variety of formats,

and diverse texts

writes

poses, including for

learning and for pleasure

write for multiple purposes

experiment and play with language

self-select text based on interest

monitor their comprehension and apply

exibly

analyze mentor texts to enhance their writing

reading strategies flexibly

ing

cultures, eras, etc.)

strengthen writing by planning, revising

examples

editing, revising, studying, and applying

posters, and other writing

writing environments

enrich personal language, background

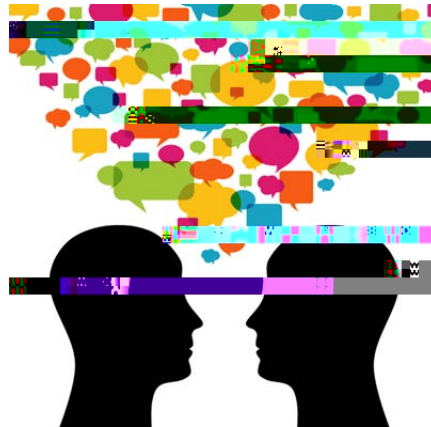
texts

and communicating with others

Turn and Talk: Lifelong Practices of Readers and Writers

Think about the Lifelong Practices of Readers and Writers as you discuss:

- How can you, as an educator, support these Practices in the classroom?
- What evidence would you look for to show the Practices in action?



Highlights of the Revisions of the ELA Standards

Merged the Reading for Information and Reading for Literature Standards to reduce repetition and assist with classroom curriculum and instruction.

The 2016 committee recommended merging the grade-level Reading for Information and Reading for Literature Standards to reduce repetitive standards and make it easier for classroom instruction and curriculum development. **There is still the expectation that students read a balance of informational and literary texts across all of the grades.**

Example:

2011: Grade 2 Reading Standard 6 (Literature): "Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud."
(Informational): "Identify the main purpose of a text, including what the author wants to answer, explain, or describe."



2017: Grade 2 Reading Standard 6 (Next Generation Learning Standard): "Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. (RI&RL)"

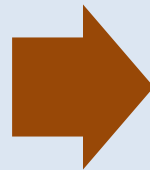
Highlights of the Revisions of the ELA Standards

Revised the grade level text-complexity reading expectations to ensure clarity for educators and families.

Grade-level text complexity expectations remain in the NYS Next Generation ELA Standards; however, the expectations have been relocated to a “Range of Student Reading Experiences” section for each grade level.

Example:

The previous 3rd grade Range of Reading and Level of Text Complexity Standard 10 read: “By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.”



The new 3rd grade Range of Student Reading Experiences section includes more context about the types 7(t)-1.4(c)10.5)-1.09

Highlights of the Revisions of the ELA Standards

Created a New York State-specific introduction to provide specific guidance and background on how to use the standards and how to inform local curriculum and instruction decisions.

New York State has a long history of educational expectations and guidance. This new set of *English Language Arts Learning Standards* has a New York State-specific ELA introduction that includes key information necessary for educators and parents to understand about the newly revised standards.

Examples:

- How to use the new *Lifelong Practices for Readers and Writers*
- How the standards are organized and how to use them in the classroom
- How the standards apply to students with disabilities and English Language Learners
- How to use the standards and the introduction to inform local school district curriculum and instruction decisions
- How to apply the standards in everyday Best Practices



What is Still Important?

- Reading, writing, speaking, listening, vocabulary, and grammar/conventions
- Balance of reading/discussing informational and literary texts (no magic number for the amount, *but both are important!*)
- Read-alouds and independent reading (with student choice)
- Building background knowledge and vocabulary
- Research and using evidence in writing
- Narrative, informational, and argumentative writing
- Reading complex texts (at appropriate grade levels)
- Literacy practices

What is New to Discuss and Learn?

- “Lifelong Practices of Readers and Writers” (literacy is a lifelong habit and important skill)
- Additional guidance within the ELA Introduction and Early Learning Introduction
- More description, especially in the early grades, around the reading experiences/text complexity expectations
- Reading Standards have combined the Reading for Information and Reading for Literature expectations (previously separated at the grade level) into one section
- More description at each grade around writing expectations/writing process
- Introduction at each grade that includes key information about “guidance and support,” students with disabilities, and English Language Learners





Resources: 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 for Academic Success**
- **What Goes Into Effective Reading Comprehension**
- **Hallmark One of Advanced Literacies Instruction: Engaging, Content-rich Texts**
- **Hallmark Two of Advanced Literacies Instruction: Classroom Discussion**
- **Hallmark Three of Advanced Literacies Instruction: Building Written Language**
- **Hallmark Four of Advanced Literacies Instruction: Academic Vocabulary and Language**
- **Advanced Literacies Instruction: Spotlight on Interactive Units of Study**
- **Spotlight on Language Production Projects**

