

The Next Generation Learning Standards for
English Language Arts:
Frequently Asked Questions

ensure that all students have a wide range of reading experiences and a rich understanding of the timeless nature of certain classic literary works and how they provide insight into the human experience.

3. Are there reading and text complexity expectations at each grade level in the standards?

Range of Reading and Text Complexity Expectations are included in the Introduction to the New York State Next Generation English Language Arts Standards as well as within each grade level introduction. The Introduction states, "One of the most important elements of the English language arts standards is the concept of exposing all students to grade-level texts that contain ideas and language that are at a suitable level of complexity, which is critical to preparing students for college and careers. This expectation is the cornerstone for the New York State English Language Arts Learning Standards when the standards refer to texts of appropriate complexity at or above grade level." For clear guidance regarding text complexity for each grade level band (grades 3, 4-5, 6-8, 9-10 and 11-12), see supplemental information on text complexity available on EngageNY."

4. Should students read both full-length and shorter texts?

Yes the standards require that students read shorter texts

6. Are the Engage NY instructional shifts still relevant?

During the rollout for the P-12 Common Core Learning Standards in 2011, the Department produced a series of “instructional shifts” exemplify key changes in the standards that should be addressed at the classroom and curriculum level. Through the revision of the standards, the committee created the new Lifelong Practices of Readers and Writers, which represent the most up-to-date guidance on areas of key focus for the standards. Although key features of the ELA shifts connect to the Practices and still relevant (ex: using evidence in writing and reading grade-level complex texts), the Lifelong Practices should serve as the focus for implementing the new ELA Standards. In addition to the Practices, Introduction to the English Language Arts Learning Standards sets key context about how to use the standards and what to focus on instructionally.

7. Do the ELA Standards represent what a student should know by the end of the school year?

Yes the State Learning Standards represent what a student should know and be able to do result of instruction and experience by the end of each school year. Language Standards 1 & 2 are organized within grade bands. Appendix A of the Standards details the grade band progressions.

8. Is text-based evidence still an important part of the standards?

Yes Reading Standard and Writing Standard 5 specifically mention the use of textual evidence. The ability to cite evidence is a key literacy skill and is still an expectation of the Next Generation English Language Arts Learning Standards. As students read, write, and discuss texts, they are expected to use evidence from text to support their ideas and arguments.

In the new Standards, the Reading Standards have been streamlined. What is the best way to interpret and use this newly designed section?

One of the main suggestions from the ELA educator comm

to Aligning the 312 Modules and Other Local Curricula to the Next Generation ELA Standards

will be made available on the Next Generation Learning Standards website as a resource to help districts. Please note that the New York State Education Department will not be updating the EngageNY modules, but local districts are welcome to use open-source resources to make local revisions. However, the curriculum modules are not required curricula; these are optional materials.

12. What are the assessment changes?

which the skills could be taught as certain skills build upon the understanding of others. Curricular and instructional decisions remain at the local level. Local districts and educators should determine the most appropriate sequence of skills development based on the strengths and needs of the students in our classrooms.

15. Why are the Language Standards in grade bands in the standards

During the standards review, the ELA revision committee decided to include Language Standards 1 and 2 (located in Appendix A), which focus on ~~grammar~~ and conventions, in grade bands (Prekindergarten; Grade 2; Grades ~~3-5~~; Grades ~~6-8~~; and Grades ~~9-12~~). These skills are depicted on a continuum because research suggests that Core Convention Skills and Core Punctuation and Spelling Skills develop along a progression. The grade banded standards are expected to be accomplished by the end of the grade band; for example, for the L3G [(9-sPc 0.003)he